Appendix B:
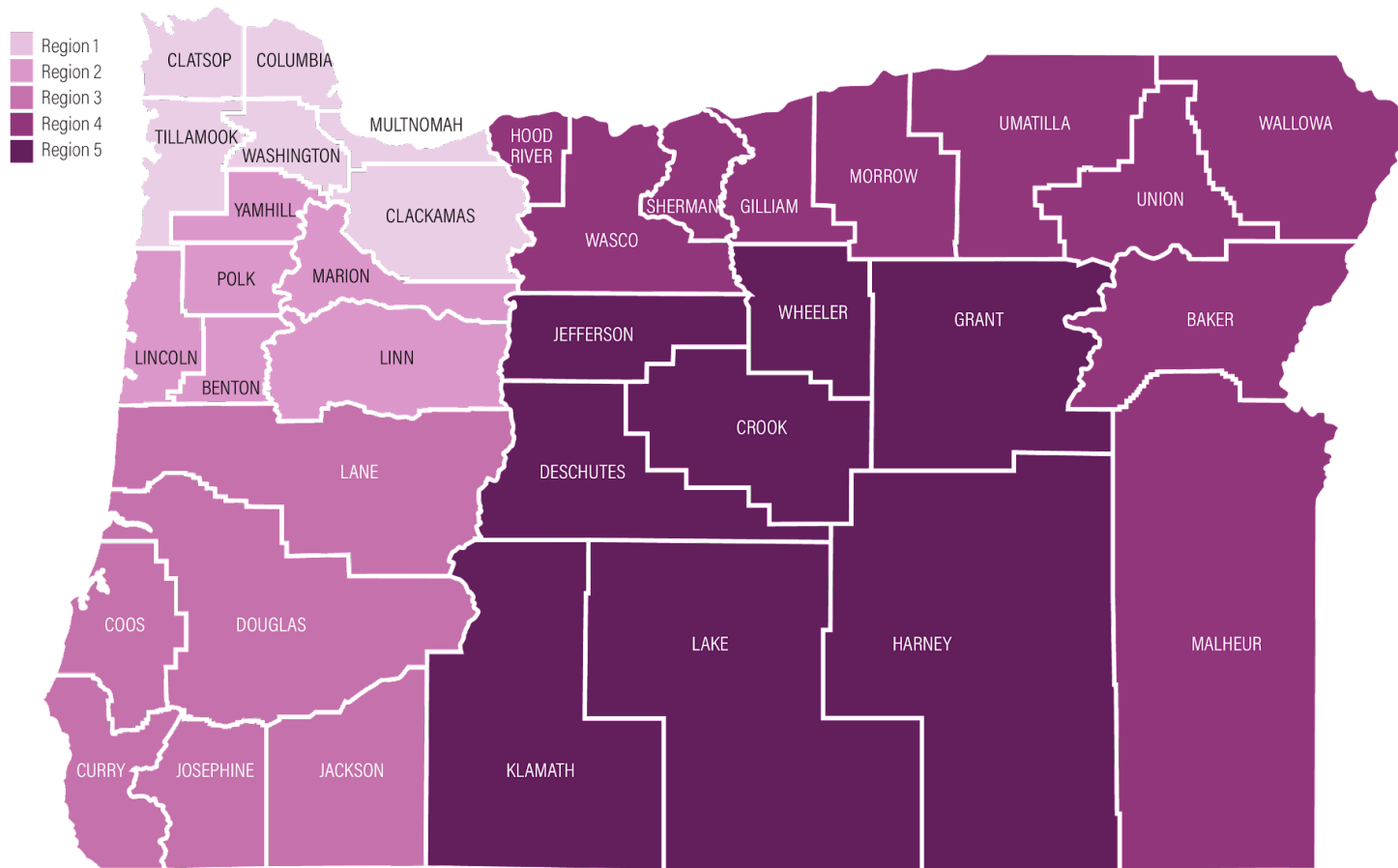# Educational Survey Respondents Regional Analysis

Introduction

As part of quantitative data collection for this study of the public health response to COVID-19 in Oregon, tailored surveys were administered to Oregon Principals, Nurses, School District Superintendents (SDs), and Education Service Districts (ESDs). Detailed methods relating to survey development and data analysis can be found in Appendix G in Report 2. The majority of findings from educational informant data were presented in Report 2. As part of the survey, respondents were asked to identify which region(s) they provided services in during the COVID-19 pandemic to allow for data analysis by region(s) served. The regions used as part of this study were adapted from the Oregon state emergency response regions[1] and re-numbered for ease of use in the report.

The below findings are based upon an analysis of educational survey respondent data by region served. Unfortunately, small sample sizes did not allow for regional data analysis of all educational survey respondent informant groups. Consequently, School Nurse and ESD data were excluded from this analysis. For SD survey data, Region 5 was suppressed due to low sample sizes. When interpreting the findings presented below, it is important to note that the sample sizes for the educational survey respondents included in regional analysis are not large enough to draw generalizations for each region. Rather, regional data is presented below to examine how the COVID-19 response varied across regions.

	Educational Informant Survey Respondent Group	
Region	Principals	SD
Region 1	59 (35%)	16 (23%)
Region 2	31 (18%)	20 (28%)
Region 3	33 (19%)	14 (20%)
Region 4	28 (16%)	11 (15%)
Region 5	20 (12%)	Suppressed due to fewer than 10 respondents

*Sample sizes may change depending on the question due to attrition of survey respondents and are indicated in all figures.

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[1] https://www.oregon.gov/oha/ph/preparedness/partners/pages/regional-support.aspx

Region 1
Region 2
Region 3
Region 4
Region 5

CLATSOP
COLUMBIA
MULTNOMAH
HOOD RIVER
TILLAMOOK
WASHINGTON
YAMHILL
CLACKAMAS
WASCO
SHERMAN
GILLIAM
MORROW
UMATILLA
WALLOWA
POLK
MARION
UNION
LINCOLN
LINN
JEFFERSON
WHEELER
GRANT
BAKER
BENTON
WASCO
LANE
DESCHUTES
CROOK
COOS
DOUGLAS
LAKE
HARNEY
MALHEUR
CURRY
JOSEPHINE
JACKSON
KLAMATH

Regional Comparison

Emergency preparedness

Individual preparedness

Educational survey respondents were asked to evaluate their own level of preparedness in response to the COVID-19 pandemic. Figure 1 shows SDs' perceived evaluation of their preparedness in response to the COVID-19 pandemic. Almost all of the SDs in Region 1 (81.3%, n=13) and Region 3 (78.6%, n=11) reported that they were minimally or not at all prepared for the pandemic compared to SDs in Region 2 (55.0%, n=11) and Region 4 (54.6%, n=6). Principals serving Region 1 (50.8%, n=30), Region 2 (41.9%, n=13), Region 3 (57.6%, n=19), and Region 5 (45.0%, n=9) more frequently reported they felt minimally prepared for the pandemic (Figure 2). Of all Regions, Principals serving Region 4 (42.9%, n=12) more frequently reported they felt not at all prepared for the pandemic. One-quarter or fewer Principals in Regions 1 (25.4%, n=15), Region 2 (22.6%, n=7), Region 3 (18.2%, n=6), and Region 5 (25.0%, n=5) reported that they were not at all prepared for the pandemic.

Figure 1: SD Survey Respondents: Individual level of preparedness by regions served
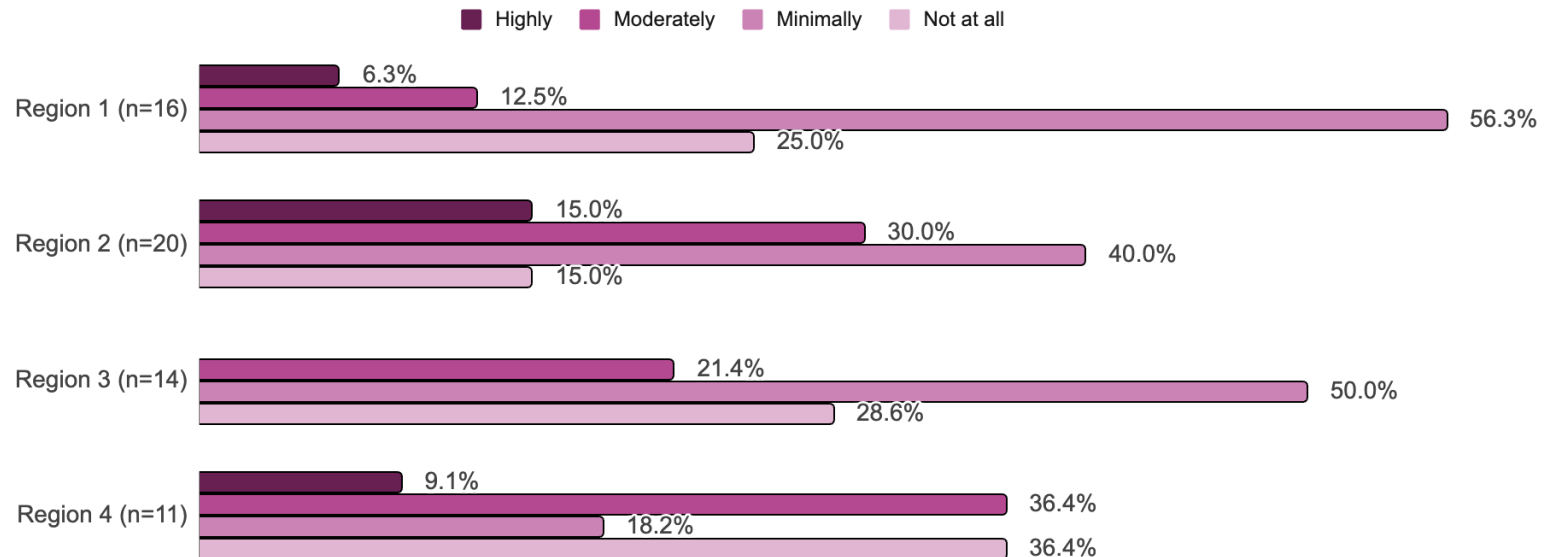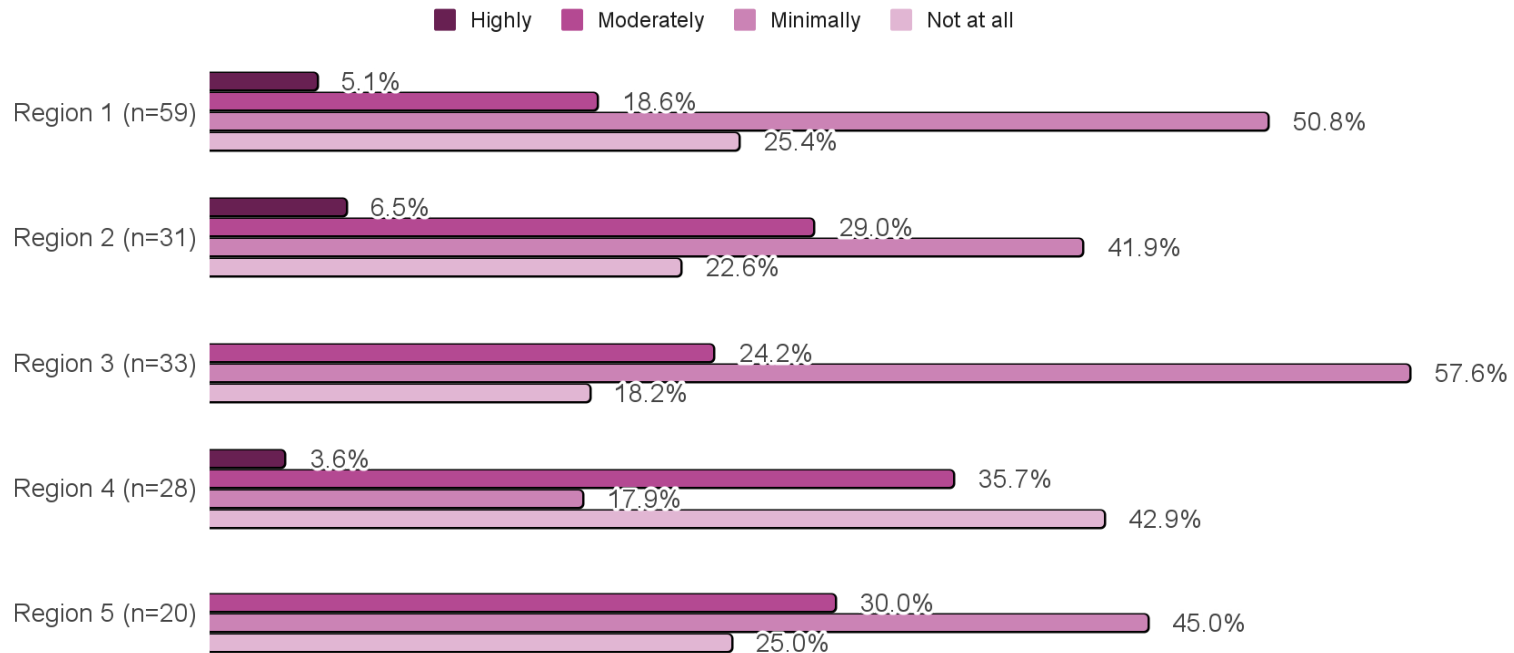
Figure 2: Principal Survey Respondents: Individual level of preparedness by regions served

Legend: Highly | Moderately | Minimally | Not at all

Region 1 (n=59): 5.1%, 18.6%, 50.8%, 25.4%

Region 2 (n=31): 6.5%, 29.0%, 41.9%, 22.6%

Region 3 (n=33): 24.2%, 57.6%, 18.2%

Region 4 (n=28): 3.6%, 35.7%, 17.9%, 42.9%

Region 5 (n=20): 30.0%, 45.0%, 25.0%

School/district preparedness

Educational survey respondents were also asked to evaluate the school or district level of preparedness in response to the COVID-19 pandemic. SDs in Region 2 (45.0%, n=9) and Region 4 (45.5%, n=5) more frequently reported that they were highly prepared as a district compared to the other regions for the pandemic (Figure 3). However, almost half of the SDs in Region 3 (42.9%, n=6) more frequently reported that they were minimally prepared as a district compared to the other regions for the pandemic.

Principals in Region 1 (50.8%, n=30), Region 3 (51.5%, n=17), and Region 5 (45.0%, n=9) more frequently reported that they were minimally prepared as a school than Region 2 (25.8%, n=8) and Region 4 (21.4%, n=6) for the pandemic (Figure 4). However,

Principals in Region 2 (45.2%, n=14) and Region 4 (46.4%, n=13) more frequently reported that they were moderately prepared as a school compared to the other regions for the pandemic.

Figure 3: SD Survey Respondents: District level of preparedness by regions served

Legend: ■ Highly ■ Moderately ■ Minimally ■ Not at all

Region 1 (n=16)
- Highly: 31.3%
- Moderately: 37.5%
- Minimally: 25.0%
- Not at all: 0.0%

Region 2 (n=20)
- Highly: 45.0%
- Moderately: 25.0%
- Minimally: 30.0%
- Not at all: 5.0%

Region 3 (n=14)
- Highly: 35.7%
- Moderately: 14.3%
- Minimally: 42.9%
- Not at all: 0.0%

Region 4 (n=11)
- Highly: 45.5%
- Moderately: 36.4%
- Minimally: 18.2%
- Not at all: 9.1%
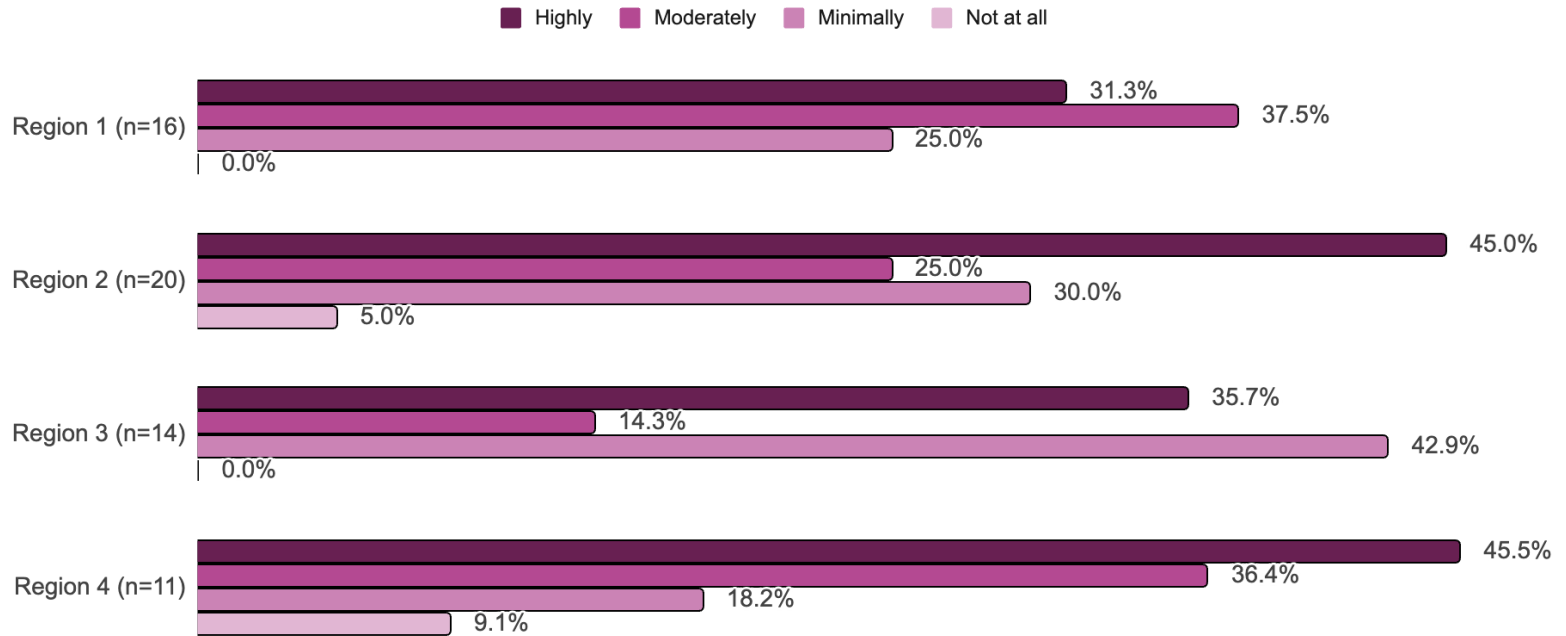
Figure 4: Principal Survey Respondents: School level of preparedness by regions served

Legend: ■ Highly ■ Moderately ■ Minimally ■ Not at all

Region 1 (n=59)
- Highly: 11.9%
- Moderately: 28.8%
- Minimally: 50.8%
- Not at all: 8.5%

Region 2 (n=31)
- Highly: 19.4%
- Moderately: 45.2%
- Minimally: 25.8%
- Not at all: 9.7%

Region 3 (n=33)
- Highly: 3.0%
- Moderately: 33.3%
- Minimally: 51.5%
- Not at all: 12.1%

Region 4 (n=28)
- Highly: 10.7%
- Moderately: 46.4%
- Minimally: 21.4%
- Not at all: 21.4%

Region 5 (n=20)
- Highly: 15.0%
- Moderately: 25.0%
- Minimally: 45.0%
- Not at all: 15.0%
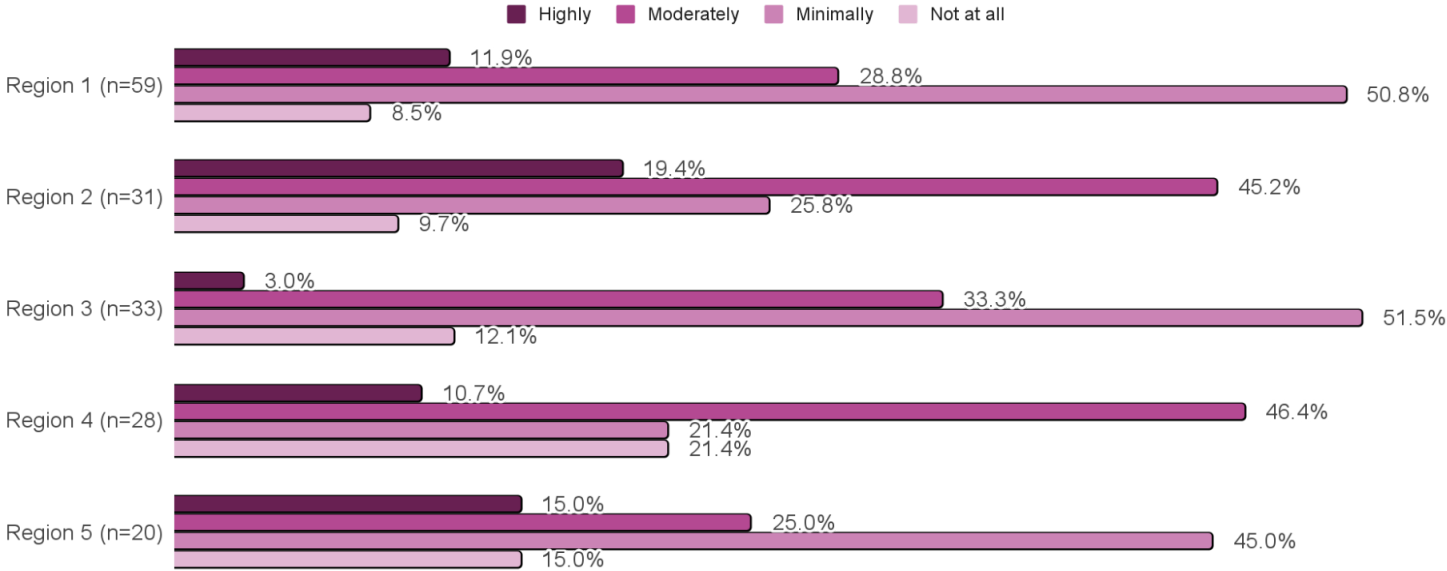
Emergency Operations Plan at schools

Principal survey respondents were asked about their knowledge of an Emergency Operations Plan at their school. More than half of the Principals in Regions 1 (52.5%, n=31), Region 2 (51.6%, n=16), and Region 3 (57.6%, n=19) reported that they developed a plan after the start of the COVID-19 pandemic (Figure 5). However, more than half of the Principals in Region 4 (53.6%, n=15) reported that they had a plan that was developed or updated prior to the start of the COVID-19 pandemic compared to the other regions. Ten (10) Principals in Region 5 reported that they had a plan that was developed or updated prior to the start of the COVID-19 pandemic and ten (10) Principals in Region 5 reported that they developed a plan after the start of the COVID-19 pandemic.

Figure 5: Principal Survey Respondent: Existence of Emergency Operations Plan (EOP) at schools by regions served

■ Plan that was developed prior to COVID-19   ■ Developed plan after the start of COVID-19   ■ Don't know

Region 1 (n=59)
44.1%
52.5%
3.4%

Region 2 (n=31)
45.2%
51.6%
3.2%

Region 3 (n=33)
30.3%
57.6%
12.1%

Region 4 (n=28)
53.6%
32.1%
14.3%

Region 5 (n=20)
50.0%
50.0%
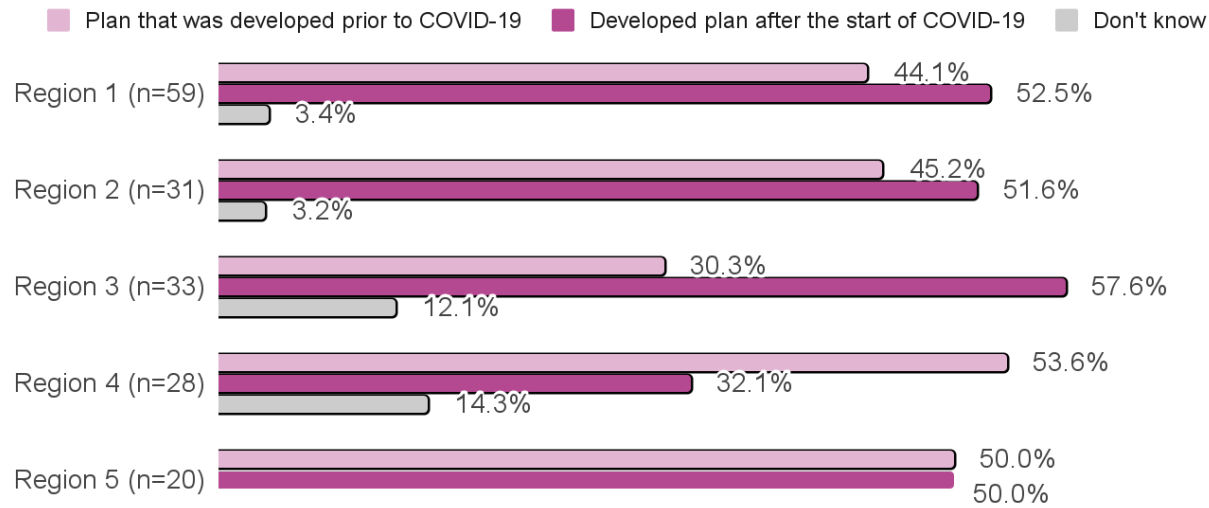
Communicable Disease Management Plan at schools

Principal survey respondents were asked to describe the existence of a Communicable Disease Management Plan at their school. More than half of the Principals in Region 1 (54.2%, n=32), Region 2 (58.1%, n=18), and Region 5 (55.0%, n=11) reported that they developed a plan after the start of the COVID-19 pandemic compared to the other regions (Figure 6). However, more than half of the Principals in Region 3 (51.5%, n=17) and Region 4 (60.7%, n=17) reported that they developed or updated a plan prior to the start of the COVID-19 pandemic compared to the other regions.

Figure 6: Principal Survey Respondents: Existence of Communicable Management
Plan at schools by regions served

- Plan that was developed prior to COVID-19
- Developed plan after the start of COVID-19
- No plan
- Don't know

Region 1 (n=59)
39.0%
54.2%
1.7%
5.1%

Region 2 (n=31)
32.3%
58.1%
0.0%
9.7%

Region 3 (n=33)
51.5%
48.5%

Region 4 (n=28)
60.7%
28.6%
0.0%
10.7%

Region 5 (n=20)
45.0%
55.0%
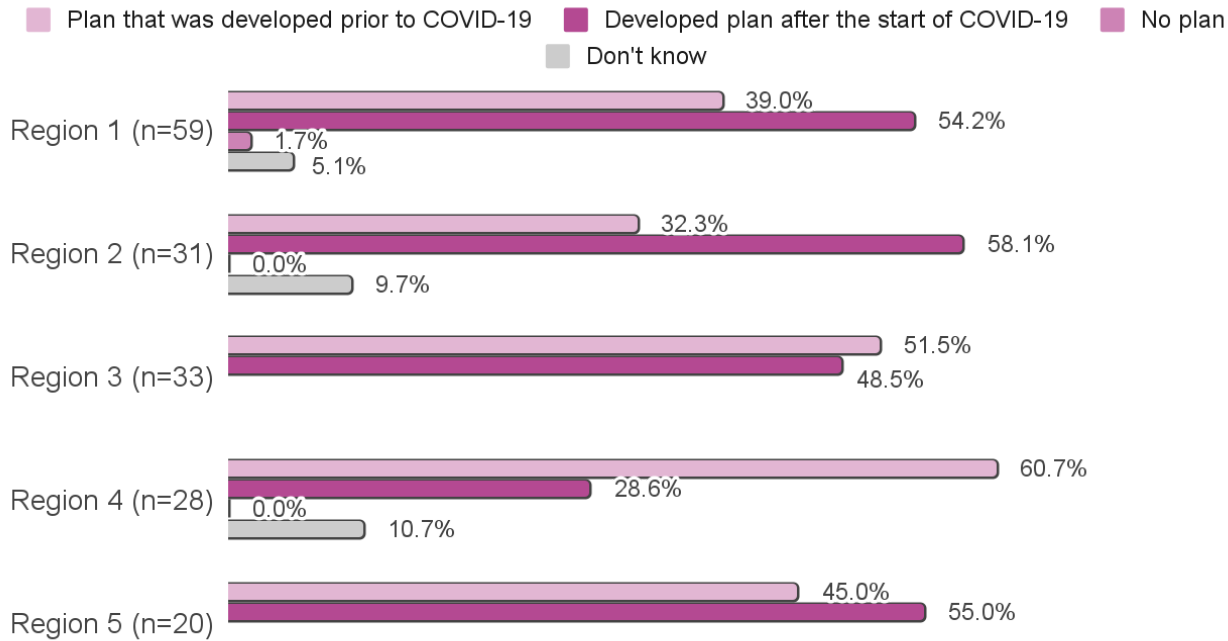
Preparedness for distance learning

Educational survey respondents were asked how prepared their schools or districts were to transition to distance learning. In Region 1, the same number of SDs who reported that their district was moderately prepared or minimally prepared (31.3%, n=5) to transition to distance learning (Figure 7). Also, SDs in Region 2 was the only region that more frequently reported that their district was moderately prepared to transition to distance learning (40.0%, n=8) compared to the other regions. SDs in Region 3 (42.9%, n=6) and Region 4 (54.5%, n=6) more frequently reported that they were minimally prepared to transition to distance learning as a district than the other regions. Principals in Region 1 (35.6%, n=21), Region 2 (38.7%, n=12), Region 3 (36.4%, n=12), and Region 5 (65.0%, n=13) more frequently reported they felt were minimally prepared to transition to distance learning compared to Region 4 (32.1%, n=9) as a school (Figure 8).

Figure 7: SD Survey Respondents: District transition to distance learning by regions served

Legend: Highly Moderately Minimally Not at all

Region 1 (n=16)
18.8%
31.3%
31.3%

Region 2 (n=20)
15.0%
40.0%
35.0%
15.0%

Region 3 (n=14)
7.1%
21.4%
42.9%
14.3%

Region 4 (n=11)
9.1%
36.4%
54.5%
36.4%
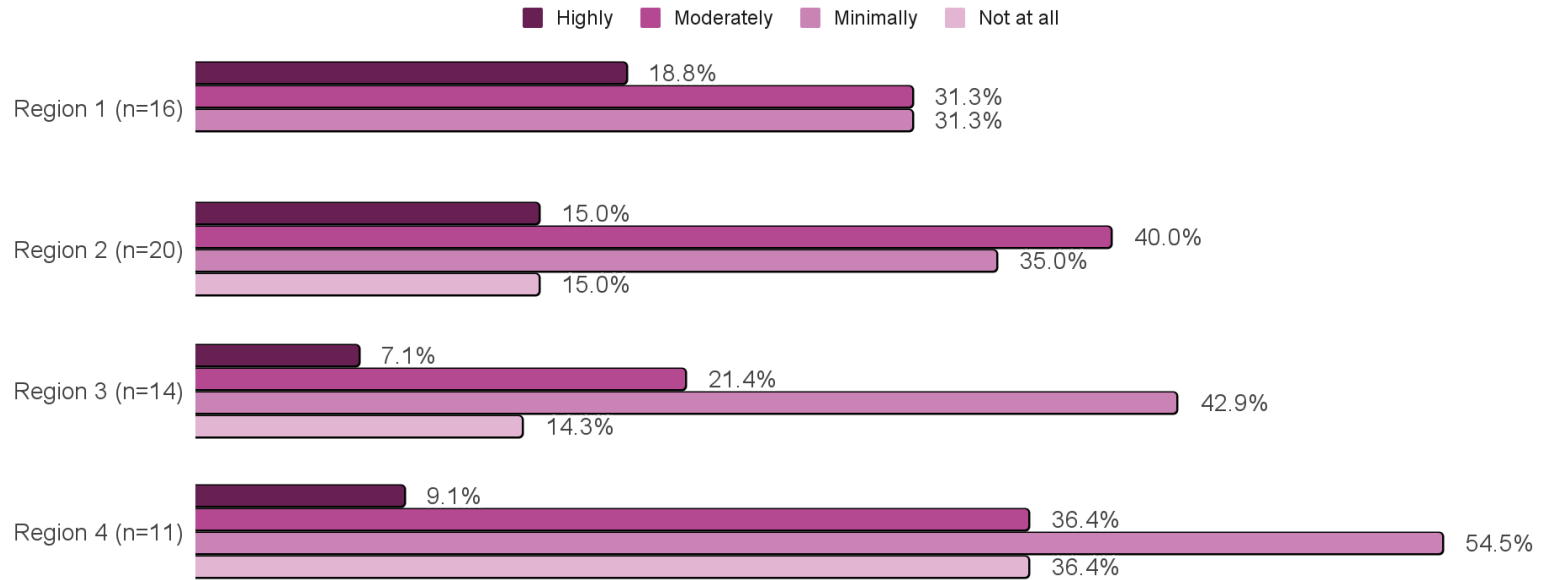
Figure 8: Principal Survey Respondents: School transition to distance learning by regions served

■ Highly   ■ Moderately   ■ Minimally   ■ Not at all

Region 1 (n=59)
- 5.1%
- 27.1%
- 35.6%
- 32.2%

Region 2 (n=31)
- 12.9%
- 32.3%
- 38.7%
- 16.1%

Region 3 (n=33)
- 3.0%
- 27.3%
- 36.4%
- 33.3%

Region 4 (n=28)
- 10.7%
- 35.7%
- 32.1%
- 21.4%

Region 5 (n=20)
- 20.0%
- 0.0%
- 65.0%
- 15.0%
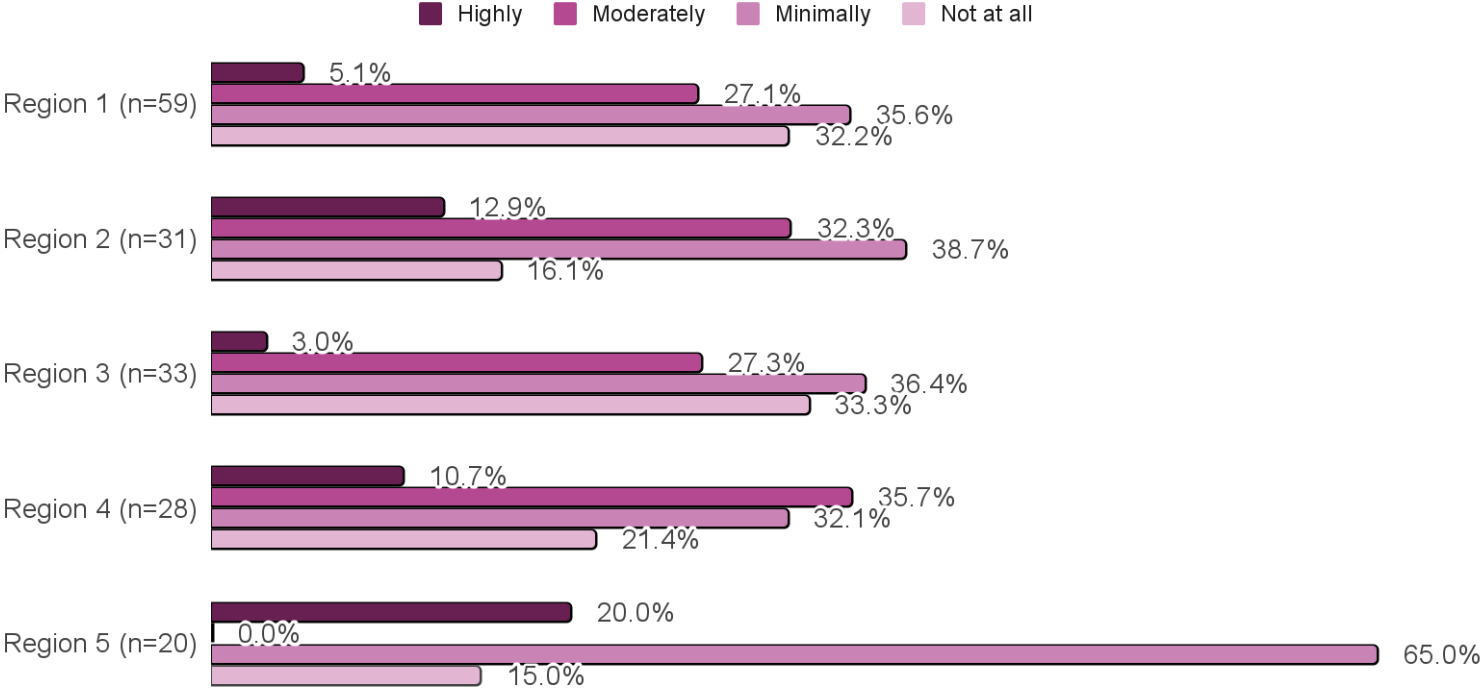
Principal survey respondents were also asked to reflect on how effective their school was in their delivery of distance learning during the COVID-19 pandemic. Principals in Region 4 (52.4%, n=11) and Region 5 (42.9%, n=6) more frequently reported that their school was good at delivering distance learning than the other regions (Figure 9). However, Principals in Region 1 (53.7%, n=22), Region 2 (43.5%, n=10), and Region 3 (68.2%, n=15) more frequently evaluated their school as fair in delivering distance learning than the other regions.

Figure 9: Principal Survey Respondents: Evaluation of the effectiveness of school's delivery of distance learning

Legend: Excellent, Good, Fair, Poor

Region 1 (n=41): 12.2%, 24.4%, 53.7%, 9.8%

Region 2 (n=23): 13.0%, 30.4%, 43.5%, 13.0%

Region 3 (n=22): 4.5%, 18.2%, 68.2%, 9.1%

Region 4 (n=21): 4.8%, 52.4%, 28.6%, 14.3%

Region 5 (n=14): 7.1%, 42.9%, 28.6%, 21.4%
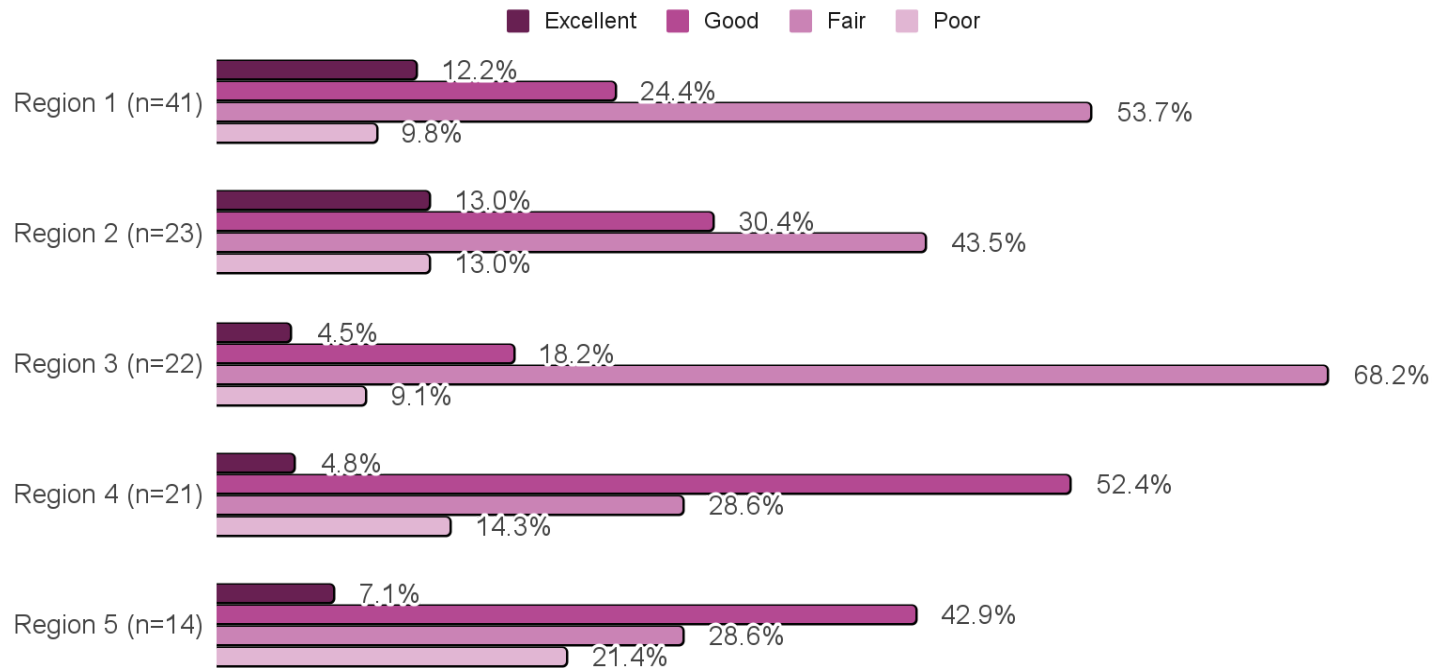
Barriers to COVID-19 response

Principal survey respondents were asked to select the challenges that hindered the effectiveness, scale, or quality of their school's COVID-19 pandemic response. SDs were not asked this question. Difficulty onboarding new staff was the barrier most frequently reported by Principals serving Region 1 (55.9%, n=33), Region 2 (38.7%, n=12, Region 3 (45.5%, n=15), and Region 4 (46.4%, n=13) (Figure 10). The barrier most frequently reported by Principals in Region 5 was a lack of locally available Personal Protective Equipment (45.0%, n=9).

Figure 10: Principal Survey Respondents: Barriers not related to funding experienced by school during COVID-19 pandemic response

Legend:
- Region 1 (n=59)
- Region 2 (n=31)
- Region 3 (n=33)
- Region 4 (n=28)
- Region 5 (n=20)

Lack of locally available PPE
- Region 1: 25.4%
- Region 2: 19.4%
- Region 3: 33.3%
- Region 4: 25.0%
- Region 5: 45.0%

Difficulty onboarding new staff
- Region 1: 55.9%
- Region 2: 38.7%
- Region 3: 45.5%
- Region 4: 46.4%
- Region 5: 30.0%

Creating scripts for contact tracing
- Region 1: 27.1%
- Region 2: 29.0%
- Region 3: 42.4%
- Region 4: 39.3%
- Region 5: 25.0%

Lack of culturally-tailored communications
- Region 1: 42.4%
- Region 2: 19.4%
- Region 3: 24.2%
- Region 4: 7.1%
- Region 5: 20.0%

Public health requirements

Policies adopted

Educational survey respondents were asked if their school or district adopted any public health requirements to reduce the transmission of COVID-19. The top policies adopted across SDs in all regions were masking in public spaces/workplaces and isolation and quarantine rules (Figure 11). The least adopted policy across all regions was to prohibit indoor dining, with 64.3% (n=14) of SDs in Region 1, 40.0% (n=17) of SDs in Region 2, 71.4% (n=14) of SDs in Region 3, and 40.0% (n=8) of SDs in Region 4. The most frequently reported number of Principals across all regions reported adopting masking in public spaces/workplaces, with 100% (n=45) of Principals in Region 1, 100% (n=25) of Principals in Region 2, 100% (n=22) of Principals in Region 3, 100% (n=22) of Principals in Region 4, and 92.9% (n=14) of Principals in Region 5 (Figure 12). The least adopted policy across all regions was to prohibit indoor dining, with 62.2% (n=28) of Principals in Region 1, 56.0% (n=14) of Principals in Region 2, 45.5% (n=10) of Principals in Region 3, 63.6% (n=14) of Principals in Region 4, and 42.9% (n=6) of Principals in Region 5.

Figure 11: SD Survey Respondents: Public health requirements adopted in districts by regions served

Region 1 (n=14)   Region 2 (n=20)   Region 3 (n=14)   Region 4 (n=10)

Masking in public spaces/workplaces
- 100.0%
- 95.0%
- 100.0%
- 100.0%

Prohibiting public gathering
- 92.9%
- 80.0%
- 71.4%
- 70.0%

Prohibiting indoor dining
- 64.3%
- 40.0%
- 71.4%
- 40.0%

Prohibiting in person attendance in schools
- 100.0%
- 85.0%
- 100.0%
- 80.0%

Isolation and quarantine rules
- 100.0%
- 95.0%
- 100.0%
- 100.0%
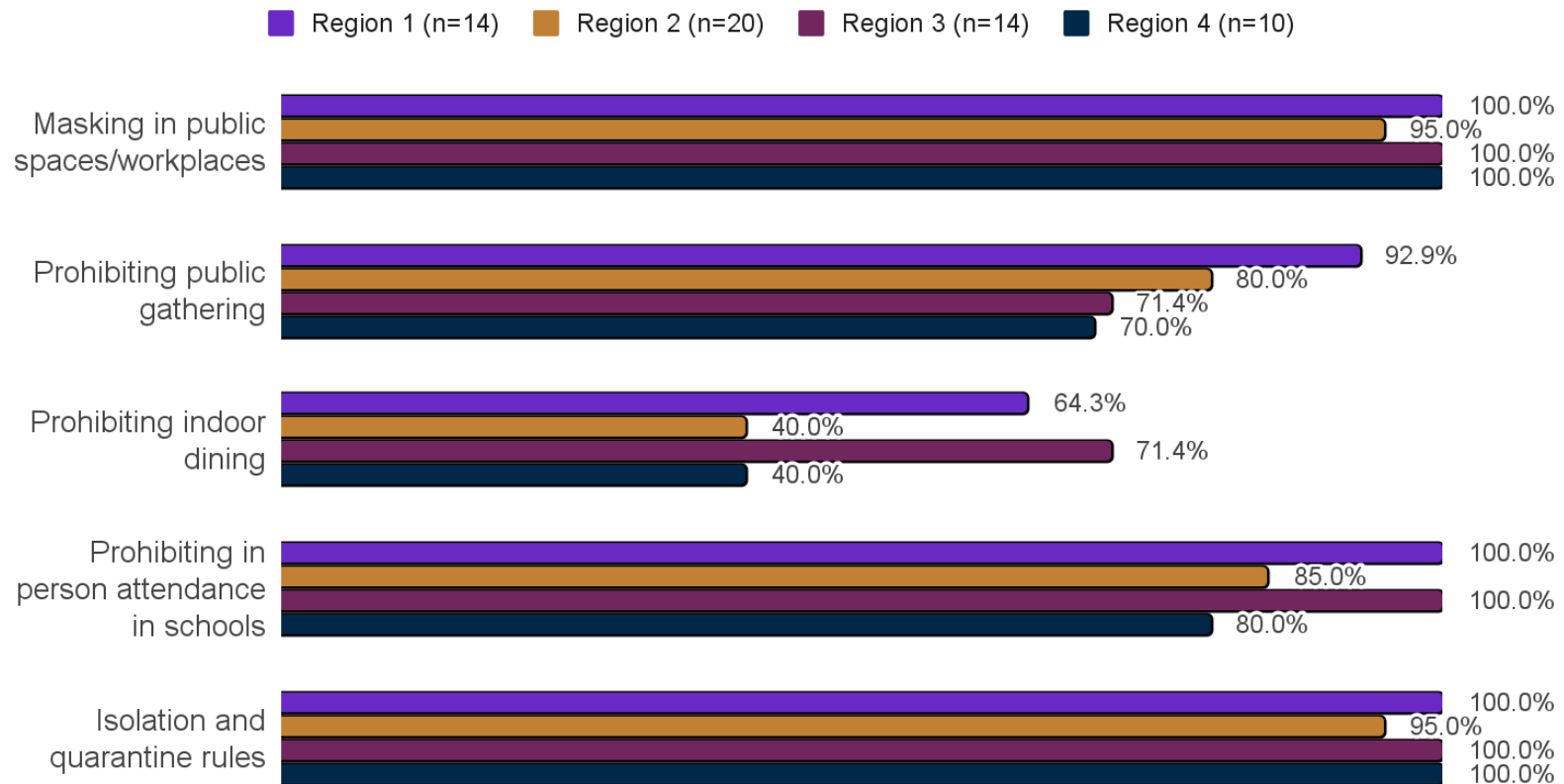
Figure 12: Principal Survey Respondents: Public health requirements adopted in schools by regions served

Legend: Region 1 (n=45), Region 2 (n=25), Region 3 (n=22), Region 4 (n=22), Region 5 (n=14)

Masking in public spaces/workplaces:
- Region 1: 100.0%
- Region 2: 100.0%
- Region 3: 100.0%
- Region 4: 100.0%
- Region 5: 92.9%

Prohibiting public gathering:
- Region 1: 91.1%
- Region 2: 84.0%
- Region 3: 86.4%
- Region 4: 90.9%
- Region 5: 85.7%

Prohibiting indoor dining:
- Region 1: 62.2%
- Region 2: 56.0%
- Region 3: 45.5%
- Region 4: 63.6%
- Region 5: 42.9%

Prohibiting in person attendance in schools:
- Region 1: 95.6%
- Region 2: 92.0%
- Region 3: 95.5%
- Region 4: 95.5%
- Region 5: 78.6%

Isolation and quarantine rules:
- Region 1: 97.8%
- Region 2: 100.0%
- Region 3: 100.0%
- Region 4: 100.0%
- Region 5: 92.9%

Enforcement of school policies

Principal survey respondents were asked if they enforced any of their school's implemented public health policies. The majority of the Principals in every region enforced their school policies, with prohibiting indoor dining the least enforced in Region 1 (57.8%, n=26), Region 2 (56.0%, n=14), Region 3 (45.5%, n=10), Region 4 (59.1%, n=13), and Region 5 (57.1%, n=8) (Figure 13).

Figure 13: Principal Survey Respondent: Enforcement of school implemented public health requirements by regions served

Legend: Region 1 (n=45), Region 2 (n=25), Region 3 (n=22), Region 4 (n=22), Region 5 (n=14)

Masking in public spaces/workplaces: 95.6%, 100.0%, 95.5%, 100.0%, 92.9%

Prohibiting indoor dining: 57.8%, 56.0%, 45.5%, 59.1%, 57.1%

Prohibiting in person attendance in schools: 86.7%, 84.0%, 86.4%, 90.9%, 85.7%

Vaccination requirements for teachers: 88.9%, 100.0%, 90.9%, 95.5%, 78.6%

Isolation and quarantine rules: 91.1%, 100.0%, 95.5%, 100.0%, 92.9%

Enforcement of government policies

Principal survey respondents were also asked if they enforced any of the public health requirements enacted by the state or local government. The majority of Principals in every region enforced government policies, with prohibiting indoor dining the least enforced by Region 1 (57.8%, n=26), Region 2 (56.0%, n=14), Region 3 (50.0%, n=11), Region 4 (59.1%, n=13), and Region 5 (64.3%, n=9) (Figure 14).
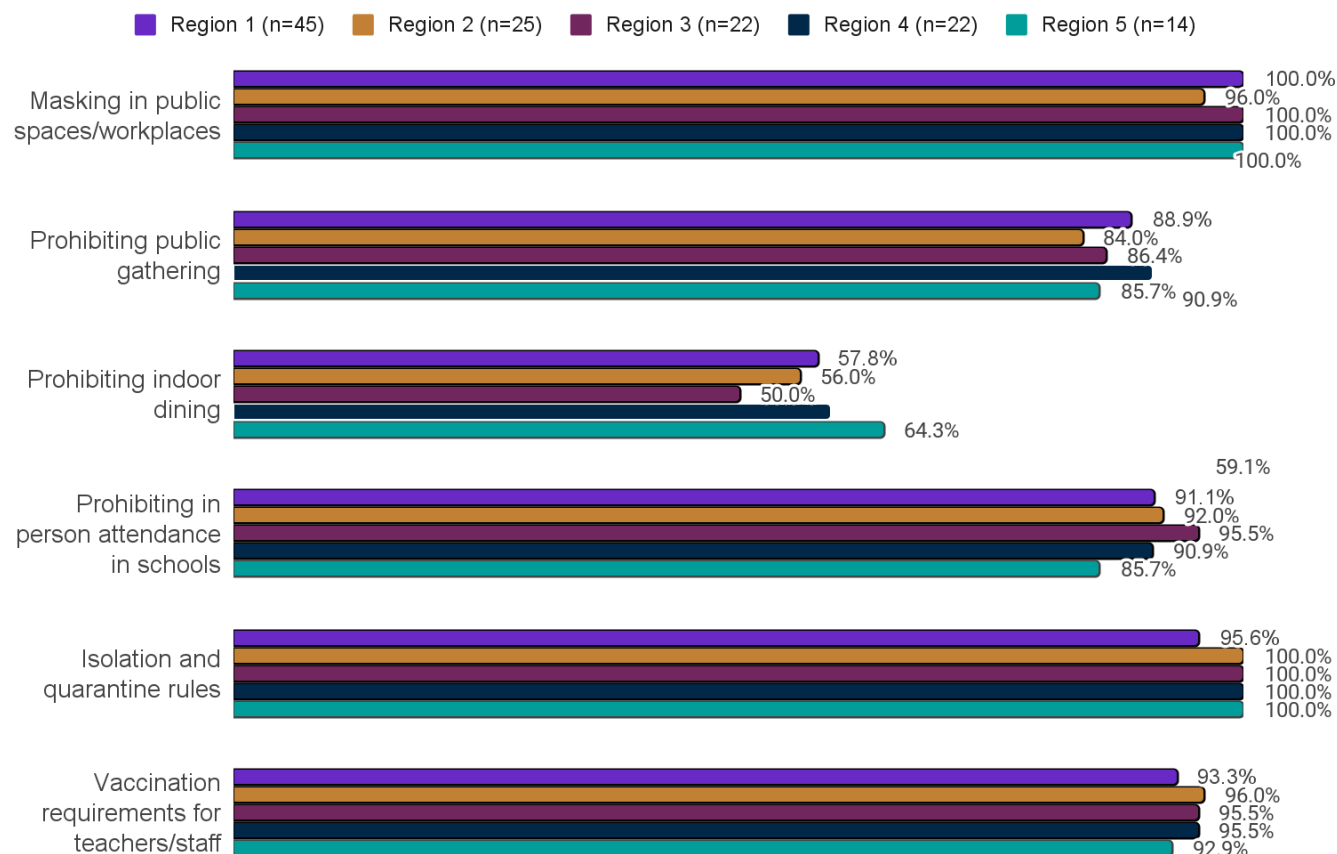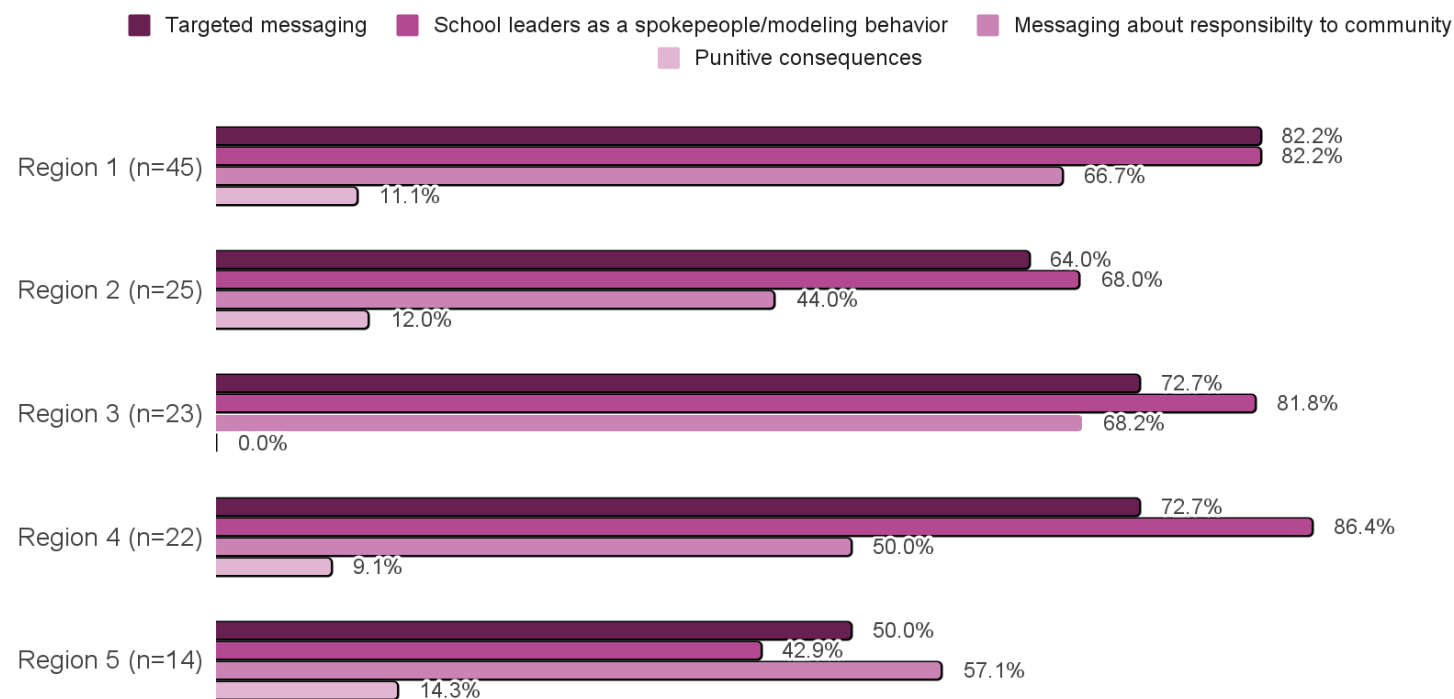
Figure 14: Principal Survey Respondents: Enforcement of government implemented public health requirements by regions served

Legend: Region 1 (n=45), Region 2 (n=25), Region 3 (n=22), Region 4 (n=22), Region 5 (n=14)

Masking in public spaces/workplaces:
- Region 1: 100.0%
- Region 2: 96.0%
- Region 3: 100.0%
- Region 4: 100.0%
- Region 5: 100.0%

Prohibiting public gathering:
- Region 1: 88.9%
- Region 2: 84.0%
- Region 3: 86.4%
- Region 4: 85.7%
- Region 5: 90.9%

Prohibiting indoor dining:
- Region 1: 57.8%
- Region 2: 56.0%
- Region 3: 50.0%
- Region 4: 64.3%

Prohibiting in person attendance in schools:
- Region 1: 59.1%
- Region 2: 91.1%
- Region 3: 92.0%
- Region 4: 95.5%
- Region 5: 90.9% / 85.7%

Isolation and quarantine rules:
- Region 1: 95.6%
- Region 2: 100.0%
- Region 3: 100.0%
- Region 4: 100.0%
- Region 5: 100.0%

Vaccination requirements for teachers/staff:
- Region 1: 93.3%
- Region 2: 96.0%
- Region 3: 95.5%
- Region 4: 95.5%
- Region 5: 92.9%

Enforcement strategies

Educational survey respondents were also asked to identify the most effective strategies for enforcing public health mandates. Targeted messaging for students and teachers and school leaders as spokespeople or modeling behavior were the top two strategies for enforcement of public health requirements by Principals in all the regions, except for Region 5 (Figure 15).

School leaders as spokespeople or modeling behavior was the most frequently reported strategy for enforcement of public health requirements by Principals in Region 1 (82.2%, n=37), Region 2 (68.0%, n=17), Region 3 (81.8%, n=18), and Region 4 (86.4%, n=19) compared to less than half of the Principals in Region 5 (42.9%, n=6). The least effective strategy reported by Principals in all regions was punitive consequences, such as detention or silent lunch.

Figure 15: Principal Survey Respondents: Most effective strategies for enforcement of public health requirements by regions served

■ Targeted messaging ■ School leaders as a spokepeople/modeling behavior ■ Messaging about responsibilty to community
■ Punitive consequences

Region 1 (n=45)
- 82.2%
- 82.2%
- 66.7%
- 11.1%

Region 2 (n=25)
- 64.0%
- 68.0%
- 44.0%
- 12.0%

Region 3 (n=23)
- 72.7%
- 81.8%
- 68.2%
- 0.0%

Region 4 (n=22)
- 72.7%
- 86.4%
- 50.0%
- 9.1%

Region 5 (n=14)
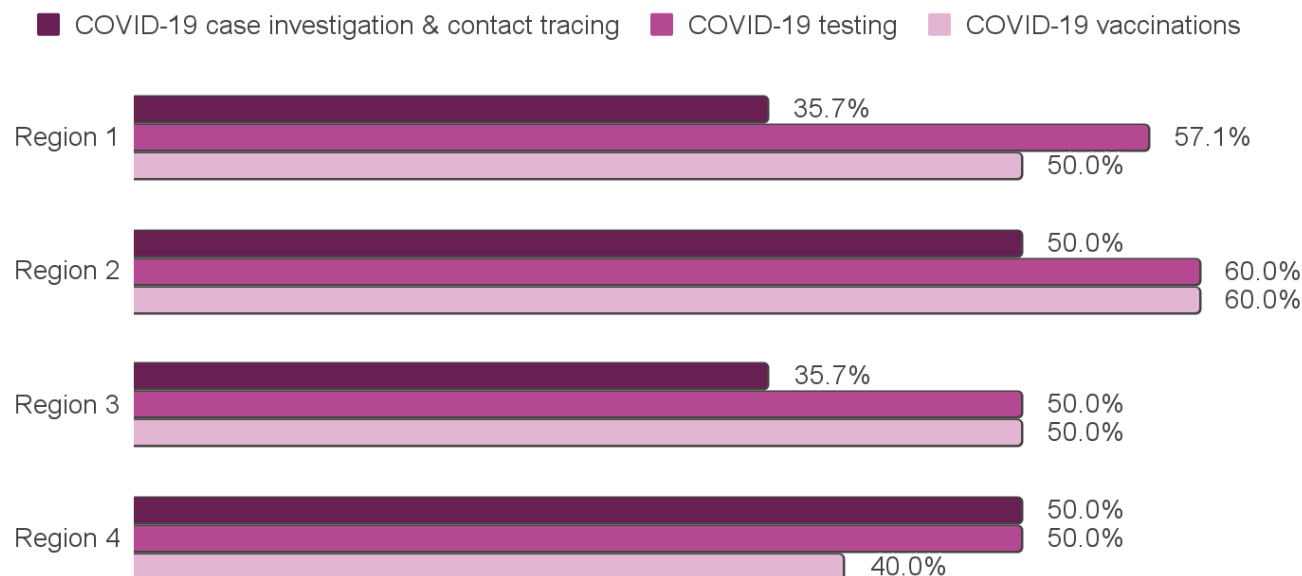- 50.0%
- 42.9%
- 57.1%
- 14.3%

Funding overview

Survey respondents were asked to evaluate whether or not their school or district received adequate funding for three COVID-19 response activities: COVID-19 case investigation and contact tracing; COVID-19 testing (e.g., planning, set-up, communications, running testing sites); and COVID-19 vaccination (e.g., planning, set-up, communications, running vaccination sites). Below is an overview of regional differences in response to these questions; for more detail about COVID-19 activities within each Region, please see the Funding sections for each Region in this report.
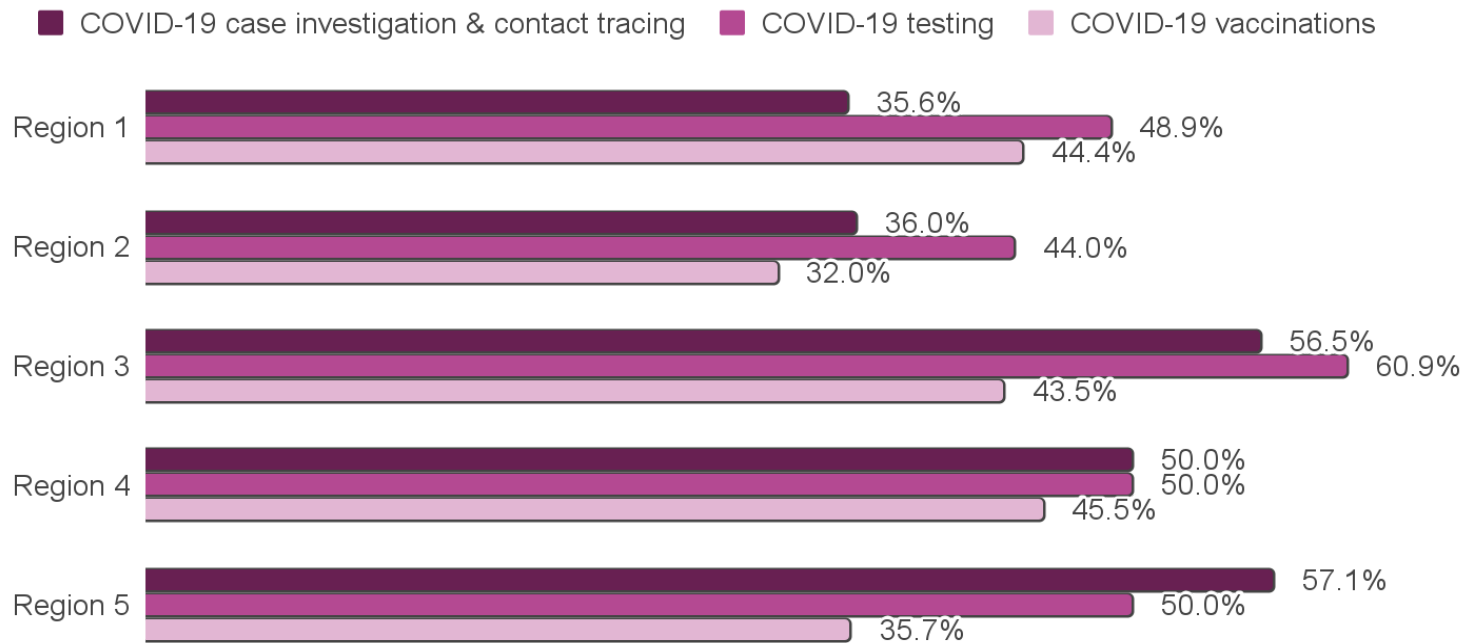
Exactly half of SDs from Region 2 (50.0%, n=10) and Region 4 (50.0%, n=5) reported that they agreed or strongly agreed that they had adequate funding for case investigation and contract tracing compared to a little over one-third of SDs from Region 1 (35.7%, n=5) and Region 3 (35.7%, n=5) (Figure 16). Between 50.0 - 60.0% of SD respondents reported that they agreed or strongly agreed that they had enough funding for COVID-19 testing. Between 40.0 - 60.0% of SD respondents agreed or strongly agreed that they had enough funding for COVID-19 vaccinations, depending on the region; Region 4 (40.0%, n=5) respondents were least frequently to be in agreement and Region 2 (60.0%, n=12) respondents frequently agreed.

Figure 16: SD Respondents: Percent who agreed or strongly agreed their district received adequate funding for COVID-19 response activities

■ COVID-19 case investigation & contact tracing ■ COVID-19 testing ■ COVID-19 vaccinations

Region 1
- 35.7%
- 57.1%
- 50.0%

Region 2
- 50.0%
- 60.0%
- 60.0%

Region 3
- 35.7%
- 50.0%
- 50.0%

Region 4
- 50.0%
- 50.0%
- 40.0%

Regional differences among Principal respondents were somewhat different than the regional differences among SD respondents. Principal respondents from Region 3 (56.5%, n=13), Region 4 (50.0%, n=11), and Region 5 (57.1%, n=8) more frequently agreed or strongly agreed that they had adequate funding for case investigation and contact tracing compared to Principals from Region 1 (35.5%, n=16) and Region 2 (36.0%, n=9) (Figure 17). There was similar percentages of Principals for COVID-19 testing, ranging between 48.9 - 60.9% of Principals reporting that they agreed or strongly agreed that they had adequate funding for testing, depending on the region; Region 1 respondents (48.8%, n=22) were least frequently to be in agreement and Region 3 respondents (60.9%, n=14) were most likely to agree. Across regions, there was similar percentages of Principals when asked about COVID-19 vaccinations, ranging between 32.0 - 45.5% of Principals reporting that they agreed or strongly agreed that they had adequate funding for testing, depending on the region; Region 2 respondents (32.0%, n=8) were least likely to be in agreement and Region 3 respondents (45.5%, n=5) were most likely to agree.

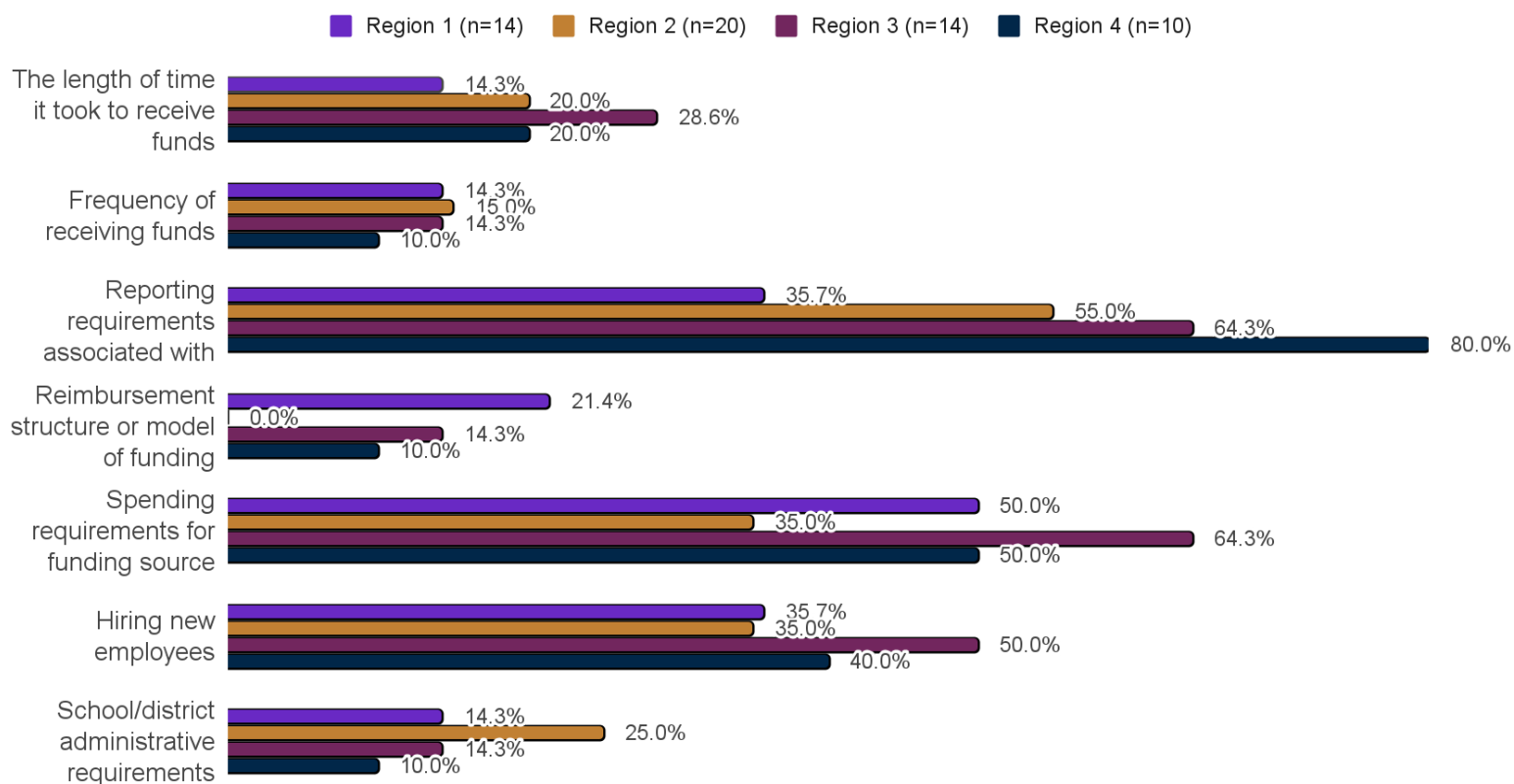Figure 17: Principal Respondents: Percent who agreed or strongly agreed their school received adequate funding for COVID-19 response activities

Legend: ■ COVID-19 case investigation & contact tracing   ■ COVID-19 testing   ■ COVID-19 vaccinations

Region 1: 35.6%, 48.9%, 44.4%
Region 2: 36.0%, 44.0%, 32.0%
Region 3: 56.5%, 60.9%, 43.5%
Region 4: 50.0%, 50.0%, 45.5%
Region 5: 57.1%, 50.0%, 35.7%

Barriers to use of funding

Educational survey respondents reported barriers to efficient use of COVID-19 funds by regions served. The most frequently reported barrier experienced by SDs in all the regions, except for Region 1, was reporting requirements associated with the funding source (Figure 18). Half of the SDs in Region 1 (n=7) reported that spending requirements for funding source was a barrier to efficient use of funds.

Figure 18: SD Survey Respondents: Barriers to efficient use of funds by regions served

Legend: Region 1 (n=14), Region 2 (n=20), Region 3 (n=14), Region 4 (n=10)

The length of time it took to receive funds: 14.3%, 20.0%, 28.6%, 20.0%

Frequency of receiving funds: 14.3%, 15.0%, 14.3%, 10.0%

Reporting requirements associated with: 35.7%, 55.0%, 64.3%, 80.0%

Reimbursement structure or model of funding: 21.4%, 0.0%, 14.3%, 10.0%

Spending requirements for funding source: 50.0%, 35.0%, 64.3%, 50.0%

Hiring new employees: 35.7%, 35.0%, 50.0%, 40.0%

School/district administrative requirements: 14.3%, 25.0%, 14.3%, 10.0%

Hiring new employees was the most frequently reported barrier experienced by Principals in Region 1 (42.2%, n=19) and Region 2 (28.0%, n=7) compared to Principals in Region 3 (17.4%, n=4), Region 4 (22.7%, n=5), and Region 5 (7.1%, n=1) (Figure 19). Principals in Region 4 and Region 5 experienced two top barriers to efficient use of funds. Reporting requirements associated with the funding source and spending requirements for funding source experienced by Principals in Region 4 (36.4%, n=8). Length of time it took to receive funds and spending requirements for funding source experienced by Principals in Region 5 (21.4%, n=3).

Figure 19: Principal Survey Respondents: Barriers to efficient use of funds by regions served

Legend: Region 1 (n=45), Region 2 (n=25), Region 3 (n=23), Region 4 (n=22), Region 5 (n=14)

The length of time it took to receive funds: 28.9%, 12.0%, 17.4%, 22.7%, 21.4%

Frequency of receiving funds: 8.9%, 8.0%, 4.3%, 9.1%, 14.3%

Reporting requirements associated with the funding source: 22.2%, 24.0%, 26.1%, 36.4%, 7.1%

Reimbursement structure or model of funding: 13.3%, 12.0%, 17.4%, 13.6%, 7.1%

Spending requirements for funding source: 26.7%, 24.0%, 34.8%, 36.4%, 21.4%

Hiring new employees: 42.2%, 28.0%, 17.4%, 22.7%, 7.1%

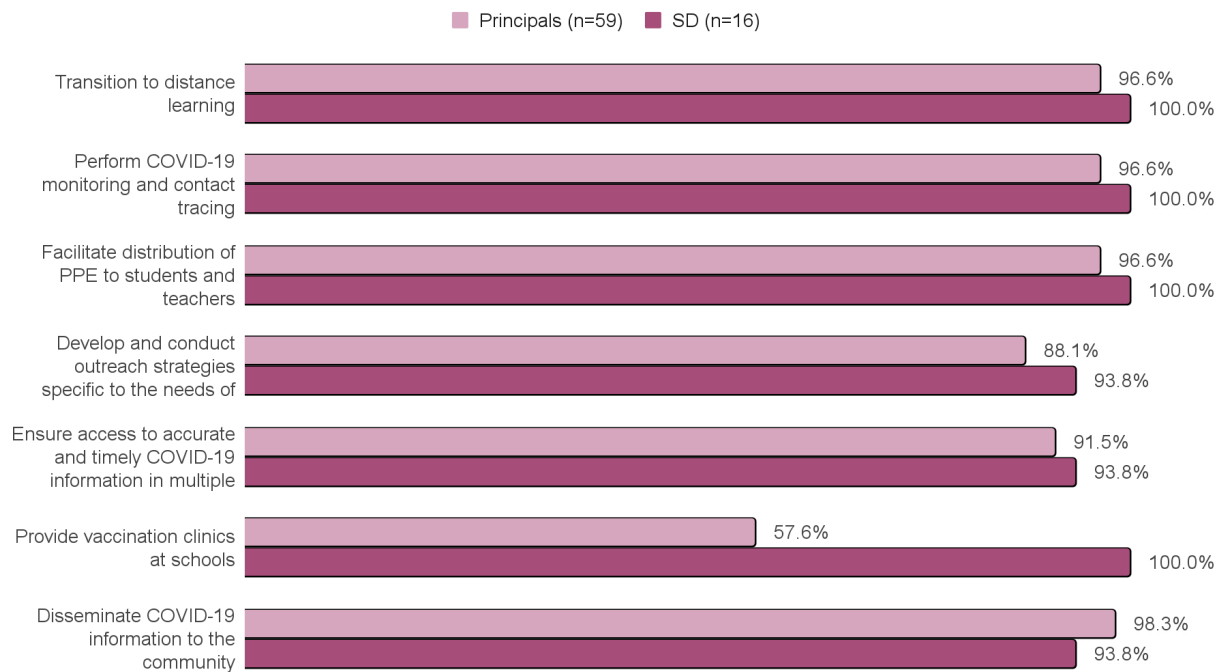School/district administrative requirements: 24.4%, 12.0%, 8.7%, 22.7%, 14.3%

Region 1

COVID-19 Response Activities

Overall Response

Educational survey respondents in Region 1 shared ways that their school or district responded to the COVID-19 pandemic. There were similar percentages by survey respondent except for those that provided vaccination clinics at their schools. All SDs in Region 1 (100%, n=16) and more than half of the Principals in Region 1 (57.6%, n=34) held vaccine clinics at their school (Figure 20).
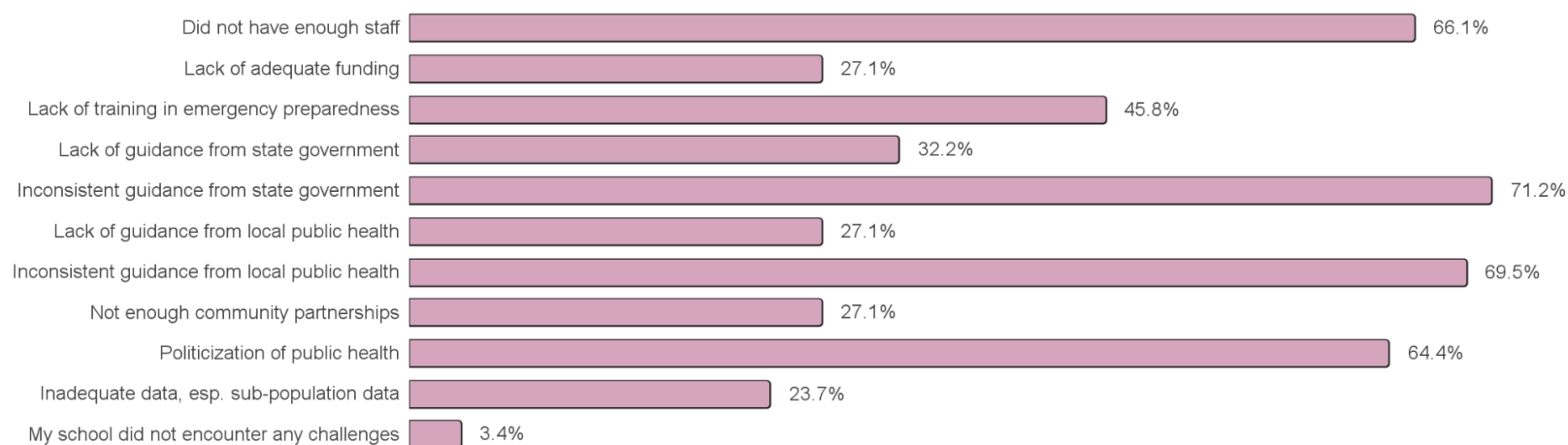
Figure 20: Region 1: Ways that schools/districts responded to COVID-19 pandemic by survey respondent

Principals (n=59) ■ SD (n=16)

Activity	Principals	SD
Transition to distance learning	96.6%	100.0%
Perform COVID-19 monitoring and contact tracing	96.6%	100.0%
Facilitate distribution of PPE to students and teachers	96.6%	100.0%
Develop and conduct outreach strategies specific to the needs of	88.1%	93.8%
Ensure access to accurate and timely COVID-19 information in multiple	91.5%	93.8%
Provide vaccination clinics at schools	57.6%	100.0%
Disseminate COVID-19 information to the community	98.3%	93.8%

Challenges and Barriers to COVID-19 response

Principal survey respondents in Region 1 were asked to select the challenges that hindered the effectiveness, scale, or quality of their school's COVID-19 pandemic response. The top three challenges Principals in Region 1 reported were inconsistent guidance from state government (71.2%, n=42), inconsistent guidance from local public (69.5%, n=41), and did not have enough staff (66.1%, n=39) (Figure 21).

Figure 21: Region 1: Challenges that hindered COVID-19 pandemic response in schools by Principals (N=59)

Challenge	Percentage
Did not have enough staff	66.1%
Lack of adequate funding	27.1%
Lack of training in emergency preparedness	45.8%
Lack of guidance from state government	32.2%
Inconsistent guidance from state government	71.2%
Lack of guidance from local public health	27.1%
Inconsistent guidance from local public health	69.5%
Not enough community partnerships	27.1%
Politicization of public health	64.4%
Inadequate data, esp. sub-population data	23.7%
My school did not encounter any challenges	3.4%

Principal survey respondents in Region 1 were asked to select the barriers that their school experienced during the COVID-19 pandemic. These barriers are not related to funding. The top barrier reported by Principals in Region 1 (55.9%, n=33) was difficulty onboarding new staff and the second top barrier was a lack of culturally-tailored communications (42.4%, n=25) (Figure 22).
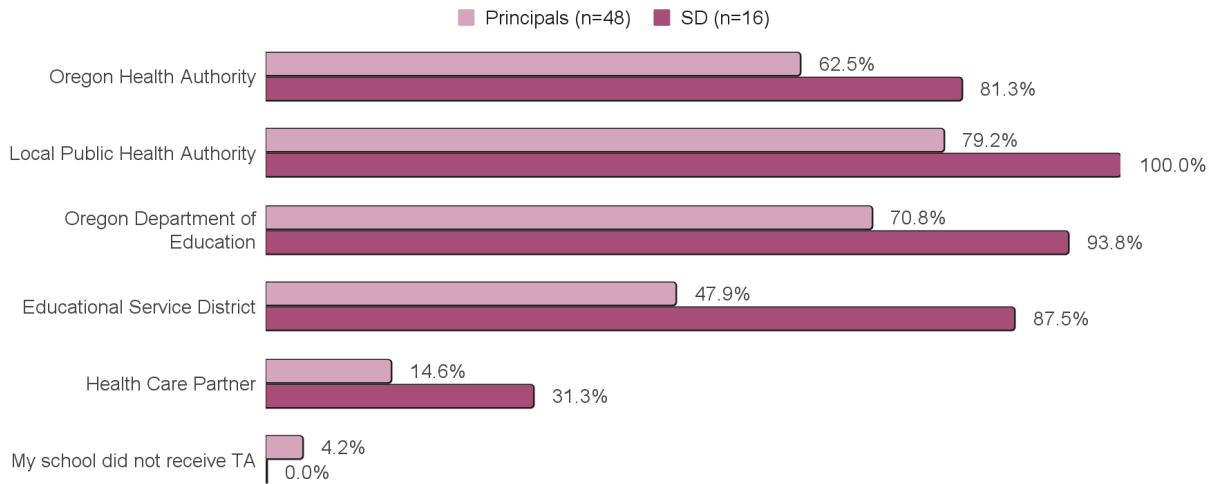
Figure 22: Region 1: Barriers not related to funding during COVID-19 pandemic response experienced by Principals (N=59)

Barrier	Percentage
Lack of locally available PPE	25.4%
Difficulty onboarding new staff	55.9%
Creating scripts for contact tracing	27.1%
Lack of culturally-tailored communications	42.4%

Technical Assistance

Educational survey respondents in Region 1 were asked about the agencies or organizations in which their school or district received technical assistance during the COVID-19 pandemic. The top three agencies or organizations that SDs in Region 1 received technical assistance from were the Local Public Health Authority (100.0%, n=16), the Oregon Department of Education (93.8%, n=15), and the Educational Service District (87.5%, n=14) (Figure 23). The top three agencies or organizations that Principals in Region 1 received technical assistance from were the Local Public Health Authority (79.2%, n=38), the Oregon Department of Education (70.8%, n=34), and the Oregon Health Authority (62.5%, n=30).

Figure 23: Region 1: Agencies schools received technical assistance from to support COVID-19 pandemic response by survey respondent

Legend: Principals (n=48) ■ SD (n=16)

Agency	Principals	SD
Oregon Health Authority	62.5%	81.3%
Local Public Health Authority	79.2%	100.0%
Oregon Department of Education	70.8%	93.8%
Educational Service District	47.9%	87.5%
Health Care Partner	14.6%	31.3%
My school did not receive TA	4.2%	0.0%

Funding

Adequate funding

Educational survey respondents in Region 1 were asked if they received adequate funding for a variety of COVID-19 response activities in their schools or districts; case investigation and contact tracing, COVID-19 testing, and COVID-19 vaccinations. All survey respondents reported that they did provide case investigation and contact tracing, two (2) Principals in Region 1 reported that they did not provide testing at their school, and seven (7) Principles in Region 1 reported that they did not provide vaccinations at their school.

The same number of SDs in Region 1 reported that they agreed or strongly agreed and disagreed or strongly disagreed (35.7%, n=5) Principals in Region 1 more frequently disagreed or strongly disagreed that they received adequate funding for case investigation and contact tracing (42.2%, n=19) than they agreed or strongly agreed (Figure 24). SDs (57.2%, n=8) and Principals (48.9%, n=22) in Region 1 more frequently agreed or strongly agreed that they received adequate funding for COVID-19 testing (Figure 25). Lastly, Principals (44.5%, n=20) and SDs (50% , n=7) in Region 1 more frequently agreed or strongly agreed that they received adequate funding COVID-19 vaccinations (Figure 26).

Figure 24: Region 1: School/district received adequate funding for COVID-19 case investigation and contact tracing by survey respondent
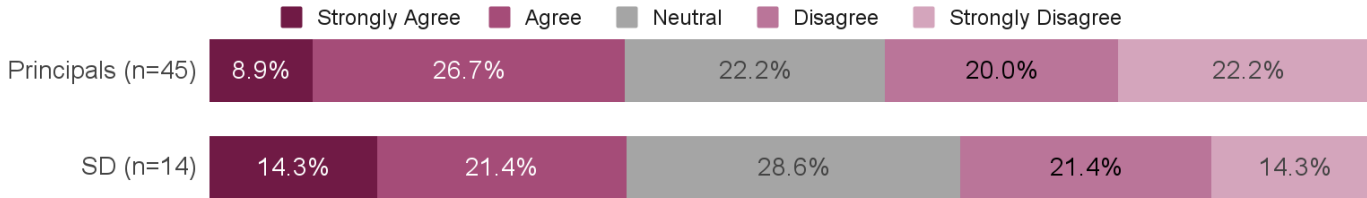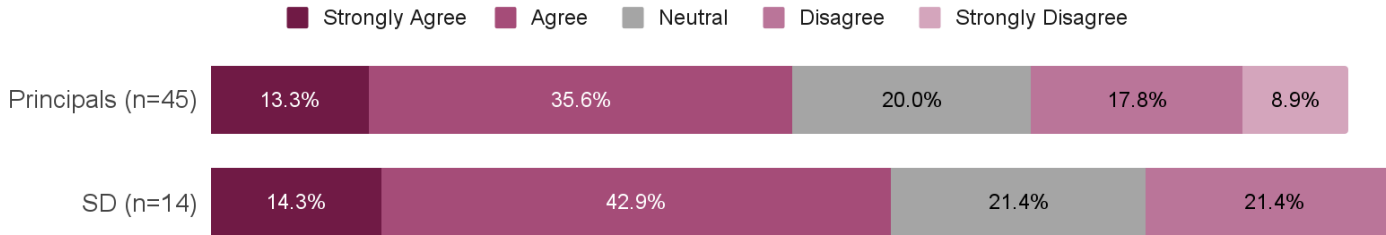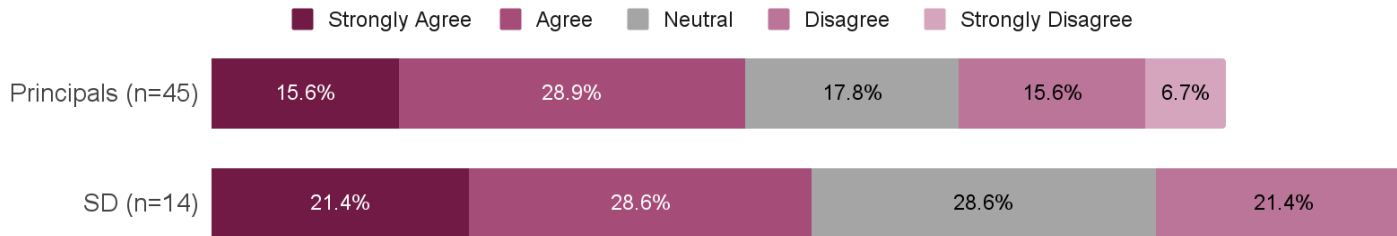
Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principals (n=45)	8.9%	26.7%	22.2%	20.0%	22.2%
SD (n=14)	14.3%	21.4%	28.6%	21.4%	14.3%

Figure 25: Region 1: School/district received adequate funding for COVID-19 testing by survey respondent*

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principals (n=45)	13.3%	35.6%	20.0%	17.8%	8.9%
SD (n=14)	14.3%	42.9%	21.4%	21.4%	

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Figure 26: Region 1: School/district received adequate funding for COVID-19 vaccinations by survey respondent*

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

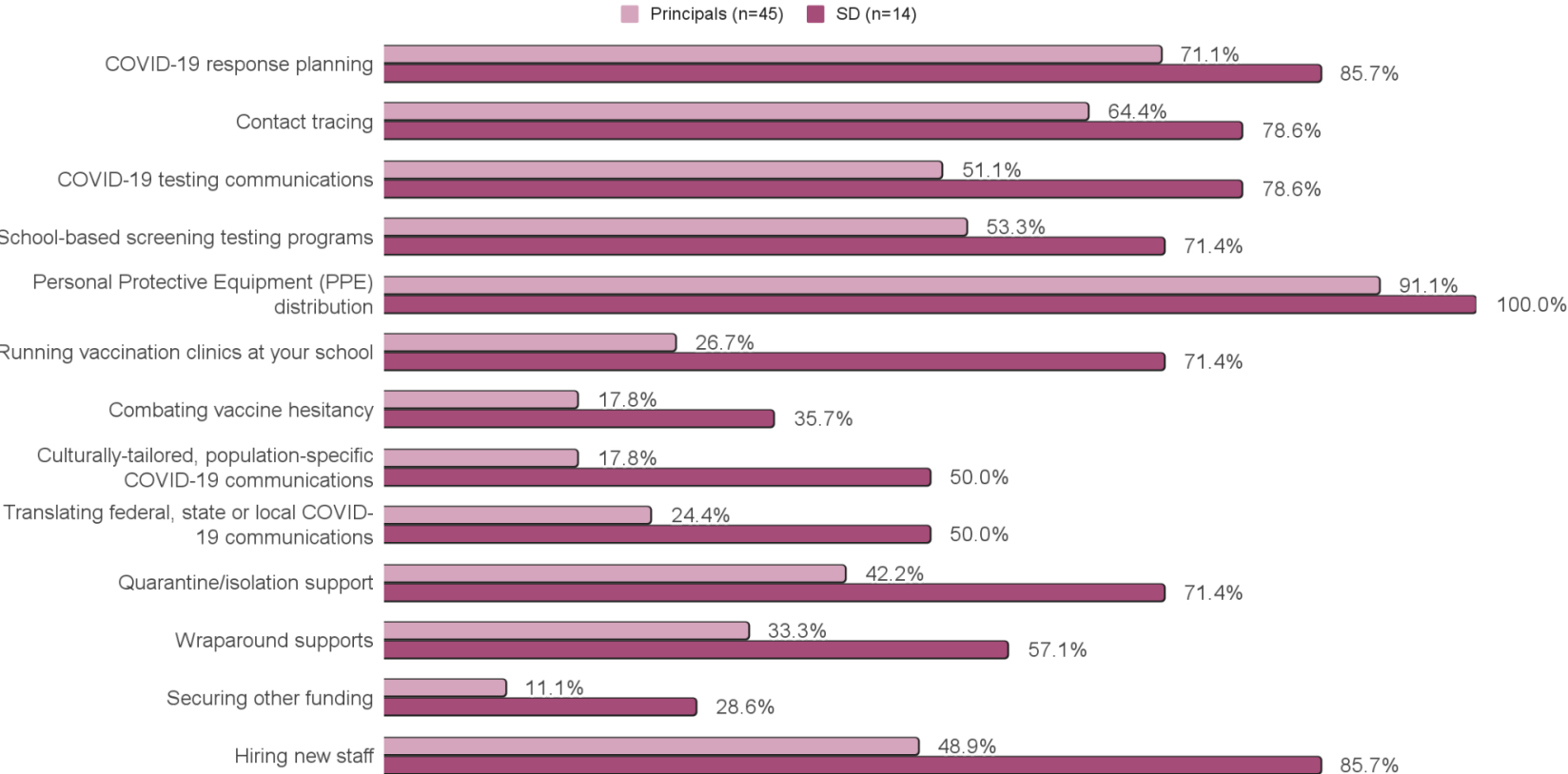|	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principals (n=45)	15.6%	28.9%	17.8%	15.6%	6.7%
SD (n=14)	21.4%	28.6%	28.6%	21.4%	

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Funded activities

Educational survey respondents in Region 1 were asked to report on a variety of activities they used for COVID-19 funding at their school or district. All SDs in Region 1 reported that they used COVID-19 funding on personal protective equipment (PPE) distribution (100%, n=14) and almost all Principals in Region 1 reported that they used funding on PPE distribution (91.1%, n=41) (Figure 27). SDs in Region 1 most frequently reported activities were PPE distribution (100%, n=14), COVID-19 response planning (85.7%, n=12) and hiring new staff (85.7%, n=12) were tied, and contact tracing (78.6%, n=11) and COVID-19 testing communications (78.6%, n=11) were tied. Principals in Region 1 most frequently reported activities were PPE distribution (91.1%, n=41), COVID-19 response planning (71.1%, n=32), contact tracing (64.4%, n=29), and school-based screening testing programs (53.3%, n=24).

Figure 27: Region 1: How COVID-19 funding was utilized by schools/districts by survey respondent
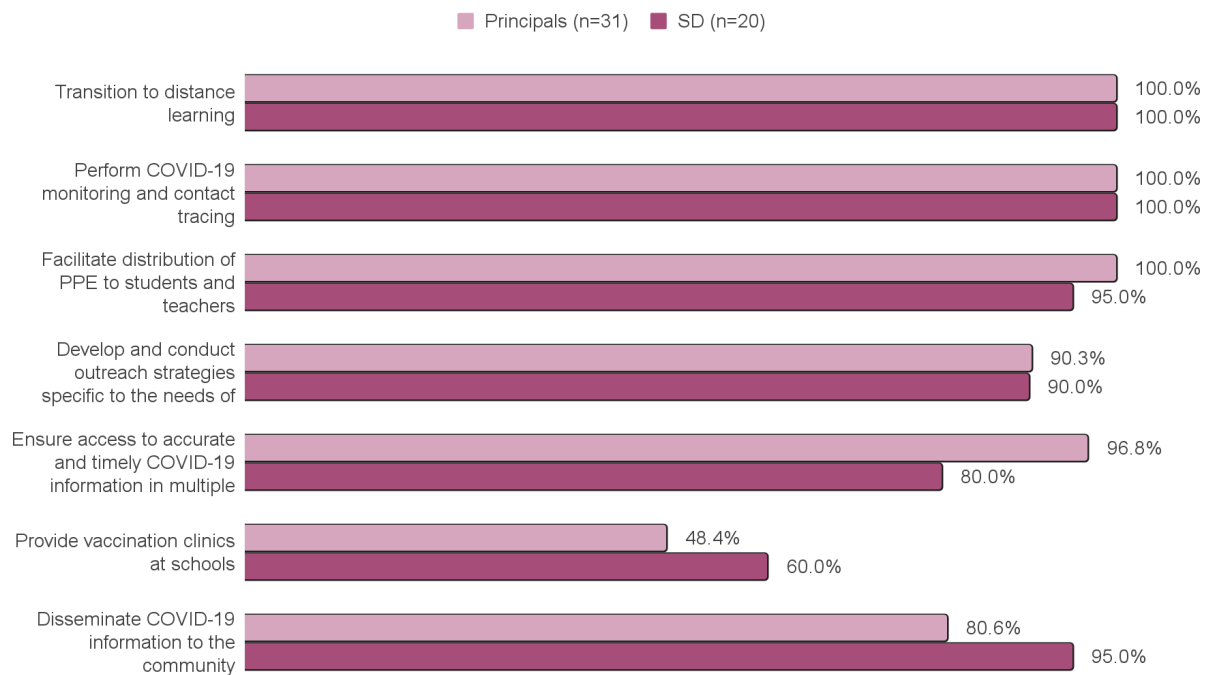
Principals (n=45)   SD (n=14)

Category	Principals	SD
COVID-19 response planning	71.1%	85.7%
Contact tracing	64.4%	78.6%
COVID-19 testing communications	51.1%	78.6%
School-based screening testing programs	53.3%	71.4%
Personal Protective Equipment (PPE) distribution	91.1%	100.0%
Running vaccination clinics at your school	26.7%	71.4%
Combating vaccine hesitancy	17.8%	35.7%
Culturally-tailored, population-specific COVID-19 communications	17.8%	50.0%
Translating federal, state or local COVID-19 communications	24.4%	50.0%
Quarantine/isolation support	42.2%	71.4%
Wraparound supports	33.3%	57.1%
Securing other funding	11.1%	28.6%
Hiring new staff	48.9%	85.7%

Region 2

COVID-19 Response Activities

Overall Response

Educational survey respondents in Region 2 shared ways that their school or district responded to the COVID-19 pandemic. There were similar percentages by survey respondent except for those that provided vaccination clinics at their schools. More than half of the SDs in Region 2 (60.0%, n=12) and slightly less than half of the Principals in Region 2 (48.4%, n=15) held vaccine clinics at their school (Figure 28).
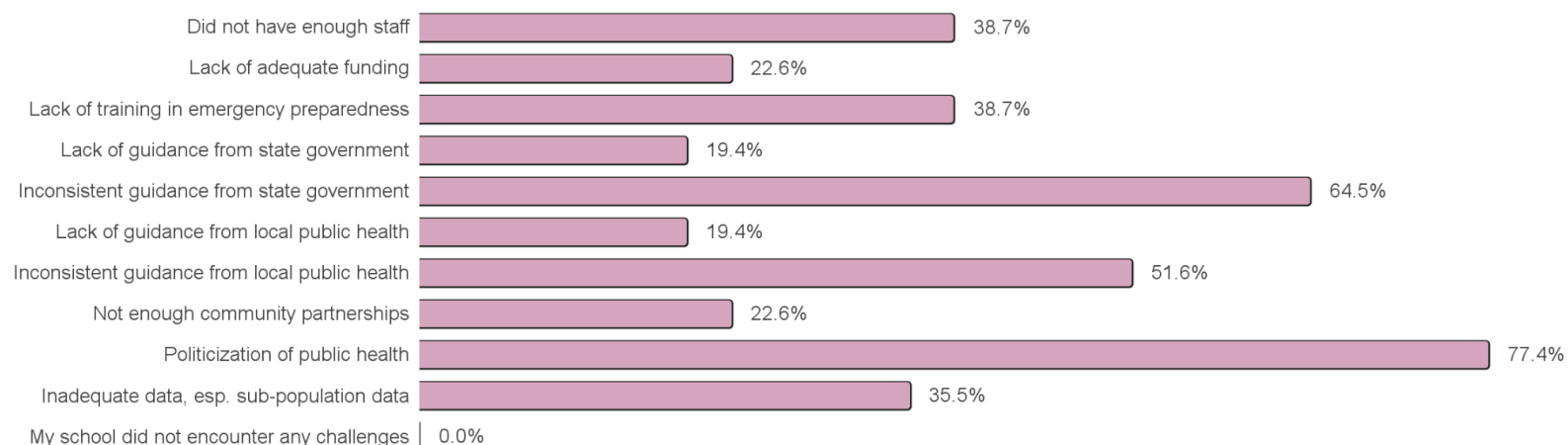
Figure 28: Region 2: Ways that schools/districts responded to COVID-19 pandemic by survey respondent

Principals (n=31)   SD (n=20)

Transition to distance learning	100.0% / 100.0%
Perform COVID-19 monitoring and contact tracing	100.0% / 100.0%
Facilitate distribution of PPE to students and teachers	100.0% / 95.0%
Develop and conduct outreach strategies specific to the needs of	90.3% / 90.0%
Ensure access to accurate and timely COVID-19 information in multiple	96.8% / 80.0%
Provide vaccination clinics at schools	48.4% / 60.0%
Disseminate COVID-19 information to the community	80.6% / 95.0%

Challenges and Barriers to COVID-19 response

Principal survey respondents in Region 2 were asked to select the challenges that hindered the effectiveness, scale, or quality of their school's COVID-19 pandemic response. The top three challenges Principals in Region 2 reported were politicization of public health (77.4%, n=24), inconsistent guidance from state government (64.5%, n=20), and did not have enough staff (38.7%, n=12) and lack of training in emergency preparedness (38.7%, n=12) were tied (Figure 29).

Figure 29: Region 2: Challenges that hindered COVID-19 pandemic response in schools by Principals (N=31)

Challenge	Percentage
Did not have enough staff	38.7%
Lack of adequate funding	22.6%
Lack of training in emergency preparedness	38.7%
Lack of guidance from state government	19.4%
Inconsistent guidance from state government	64.5%
Lack of guidance from local public health	19.4%
Inconsistent guidance from local public health	51.6%
Not enough community partnerships	22.6%
Politicization of public health	77.4%
Inadequate data, esp. sub-population data	35.5%
My school did not encounter any challenges	0.0%

Principal survey respondents in Region 2 were asked to select the barriers that their school experienced during the COVID-19 pandemic. These barriers are not related to funding. The top barrier reported by Principals in Region 2 (38.7%, n=12) was difficulty onboarding new staff and the second top barrier was creating scripts for contact tracing (29.0%, n=9) (Figure 30).
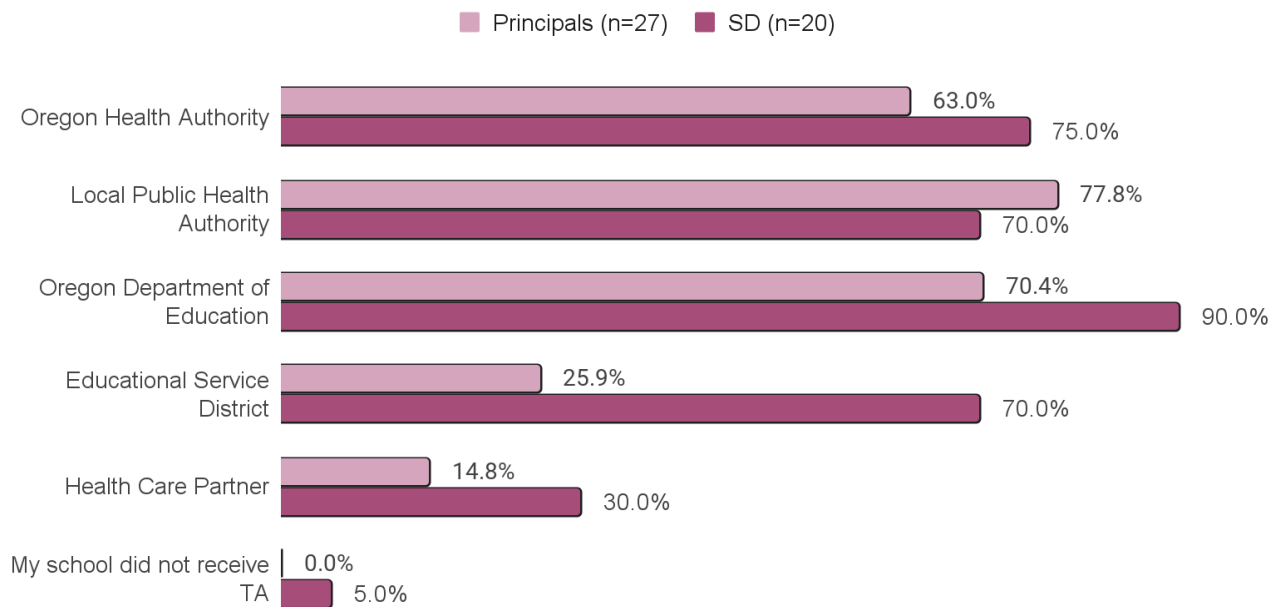
Figure 30: Region 2: Barriers not related to funding during COVID-19 pandemic response experienced by Principals (N=31)

Barrier	Percentage
Lack of locally available PPE	19.4%
Difficulty onboarding new staff	38.7%
Creating scripts for contact tracing	29.0%
Lack of culturally-tailored communications	19.4%

Technical Assistance

Educational survey respondents in Region 2 were asked about the agencies or organizations in which their school or district received technical assistance during the COVID-19 pandemic. The top three agencies or organizations that SDs in Region 2 received technical assistance from were the Oregon Department of Education (90.0%, n=18), the Oregon Health Authority (75.0%, n=15), and the Local Public Health Authority (70.0%, n=14) and the Educational Service District (70.0%, n=14) were tied (Figure 31).The top three agencies or organizations that Principals in Region 2 received technical assistance from were the Local Public Health Authority (77.8%, n=21), the Oregon Department of Education (70.4%, n=19), and the Oregon Health Authority (63.0%, n=17).

Figure 31: Region 2: Agencies schools received technical assistance from to support COIVD-19 pandemic response by survey respondent

Legend: Principals (n=27) ■ SD (n=20)

Agency	Principals	SD
Oregon Health Authority	63.0%	75.0%
Local Public Health Authority	77.8%	70.0%
Oregon Department of Education	70.4%	90.0%
Educational Service District	25.9%	70.0%
Health Care Partner	14.8%	30.0%
My school did not receive TA	0.0%	5.0%

Funding

Adequate funding

Educational survey respondents were asked if they received adequate funding for a variety of COVID-19 response activities in their schools or districts; case investigation and contact tracing, COVID-19 testing, and COVID-19 vaccinations. All survey respondents reported that they did provide case investigation and contact tracing, one (1) Principal in Region 2 reported that they did not provide testing at their school, and six (6) Principles in Region 2 reported that they did not provide vaccinations at their school.

SDs in Region 2 (50.0%, n=9) and Principals in Region 2 (36.0%, n=15) more frequently agreed or strongly agreed that they received adequate funding for case investigation and contact tracing (Figure 32). SDs (60.0%, n=12) and Principals (44.0%, n=11) in Region 2

more frequently agreed or strongly agreed that they received adequate funding for COVID-19 testing (Figure 33). Lastly, SDs (60.0%, n=12) and Principals (32.0%, n=8) in Region 2 more frequently agreed or strongly agreed that they received adequate funding COVID-19 vaccinations (Figure 34).

Figure 32: Region 2: School/district received adequate funding for COVID-19 case investigation and contact tracing by survey respondent
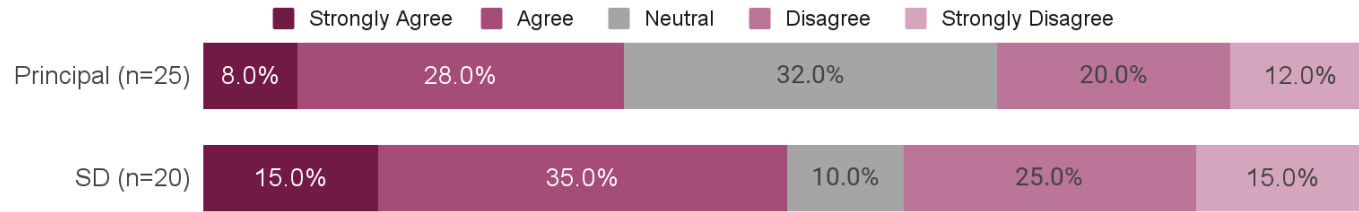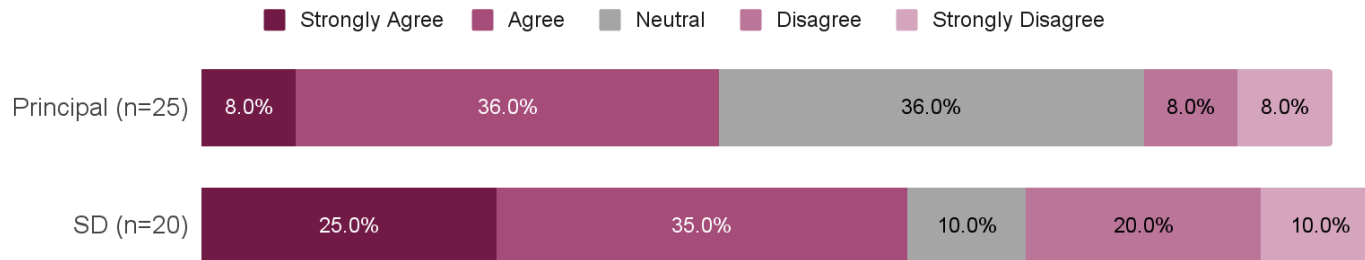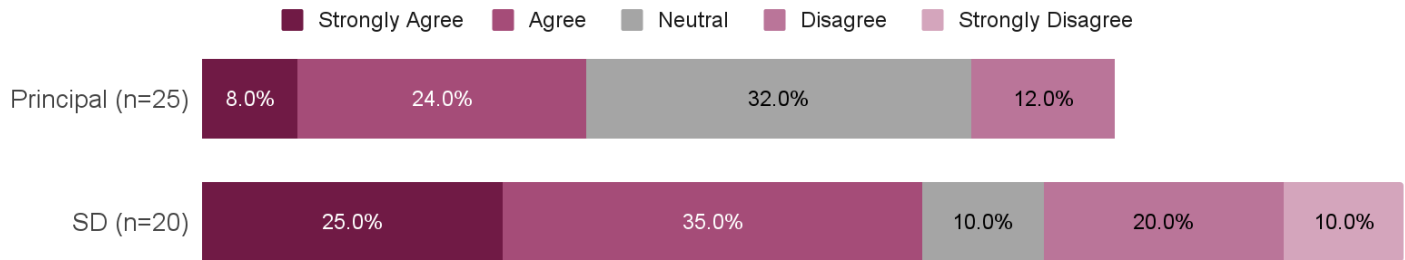
Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Respondent	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=25)	8.0%	28.0%	32.0%	20.0%	12.0%
SD (n=20)	15.0%	35.0%	10.0%	25.0%	15.0%

Figure 33: Region 2: School/district received adequate funding for COVID-19 testing by survey respondent*

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Respondent	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=25)	8.0%	36.0%	36.0%	8.0%	8.0%
SD (n=20)	25.0%	35.0%	10.0%	20.0%	10.0%

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Figure 34: Region 2: School/district received adequate funding for COVID-19 vaccinations by survey respondent*
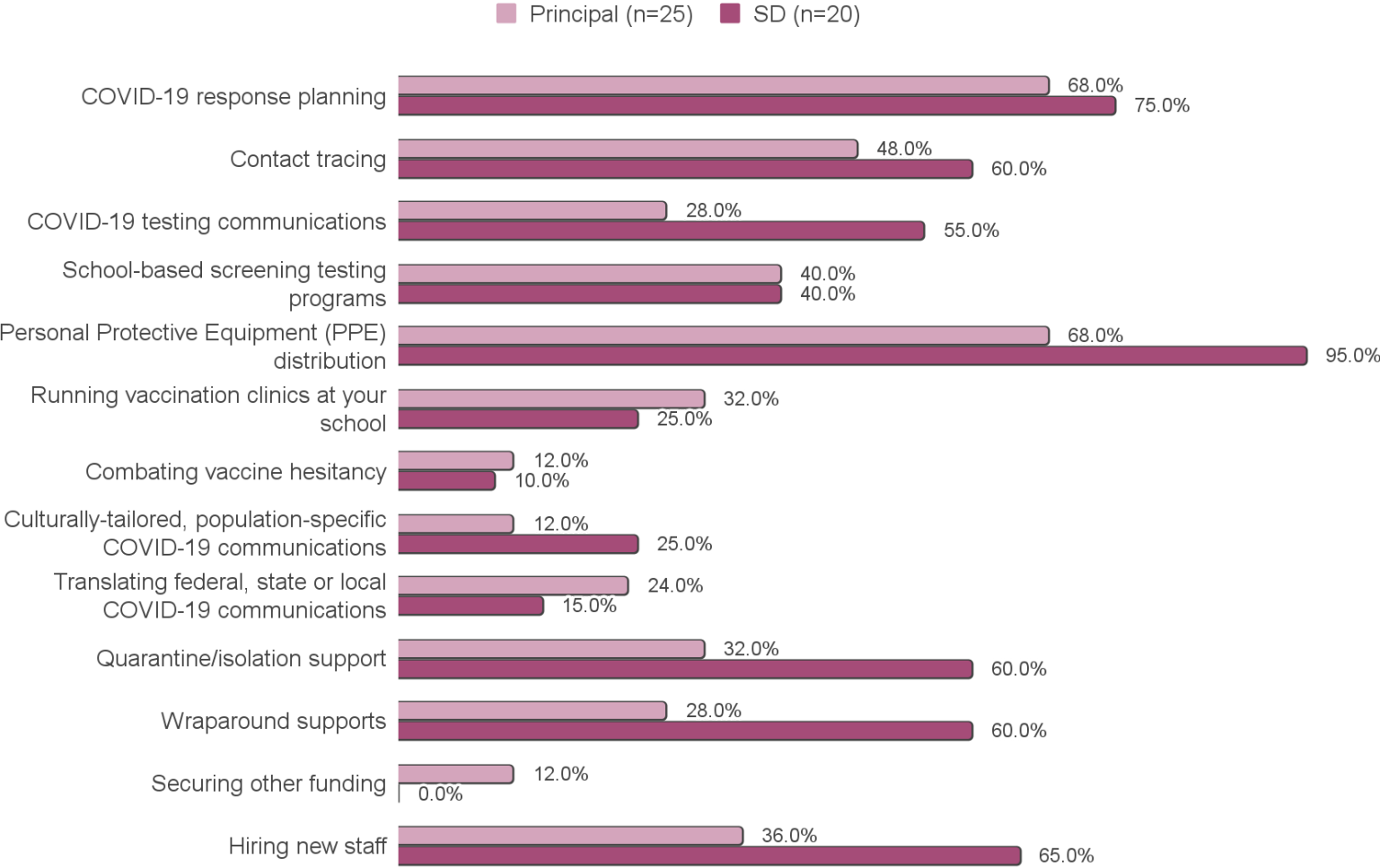

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Principal (n=25): 8.0% | 24.0% | 32.0% | 12.0%

SD (n=20): 25.0% | 35.0% | 10.0% | 20.0% | 10.0%

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Funded activities

Educational survey respondents in Region 2 were asked to report on a variety of activities they used for COVID-19 funding at their school or district. SDs in Region 2 most frequently reported activities were PPE distribution (95.0%, n=19), COVID-19 response planning (75.0%, n=15), hiring new staff (65.0%, n=13), and a three-way tie between contact tracing, quarantine or isolation support, and wraparound supports (60.0%, n=12) (Figure 35). Principals in Region 2 most frequently reported activities were PPE distribution (68.0%, n=17) and COVID-19 response planning (68.0%, n=17) were tied, contact tracing (48.0%, n=12), and school-based screening testing programs (40.0%, n=10).

Figure 34: Region 2: How COVID-19 funding was utilized by schools/districts by survey respondent
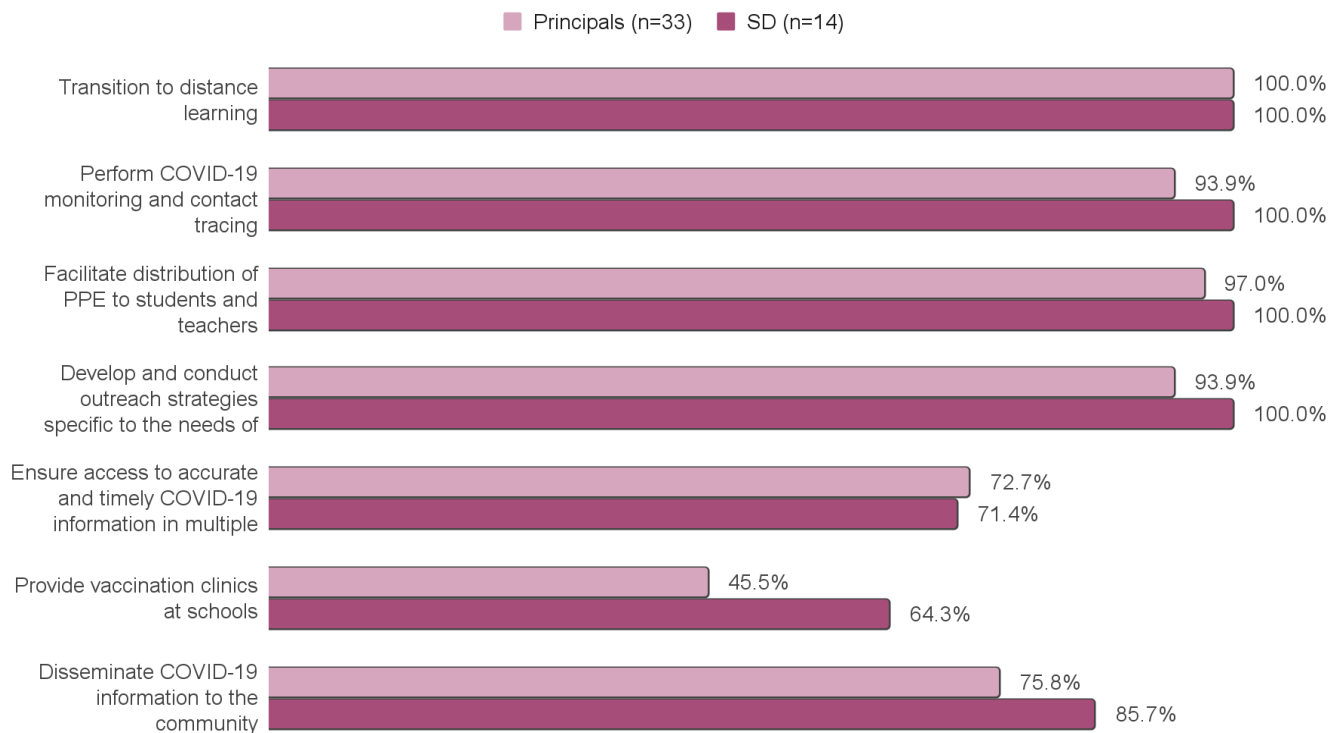
Principal (n=25)   SD (n=20)

Category	Principal	SD
COVID-19 response planning	68.0%	75.0%
Contact tracing	48.0%	60.0%
COVID-19 testing communications	28.0%	55.0%
School-based screening testing programs	40.0%	40.0%
Personal Protective Equipment (PPE) distribution	68.0%	95.0%
Running vaccination clinics at your school	32.0%	25.0%
Combating vaccine hesitancy	12.0%	10.0%
Culturally-tailored, population-specific COVID-19 communications	12.0%	25.0%
Translating federal, state or local COVID-19 communications	24.0%	15.0%
Quarantine/isolation support	32.0%	60.0%
Wraparound supports	28.0%	60.0%
Securing other funding	12.0%	0.0%
Hiring new staff	36.0%	65.0%

Region 3

COVID-19 Response Activities

Overall Response

Educational survey respondents in Region 3 shared ways that their school or district responded to the COVID-19 pandemic. There were similar percentages by survey respondent except for those that provided vaccination clinics at their schools. More than half of the SDs in Region 3 (64.3%, n=9) and less than half of the Principals in Region 3 (45.5%, n=15) held vaccine clinics at their school (Figure 35).
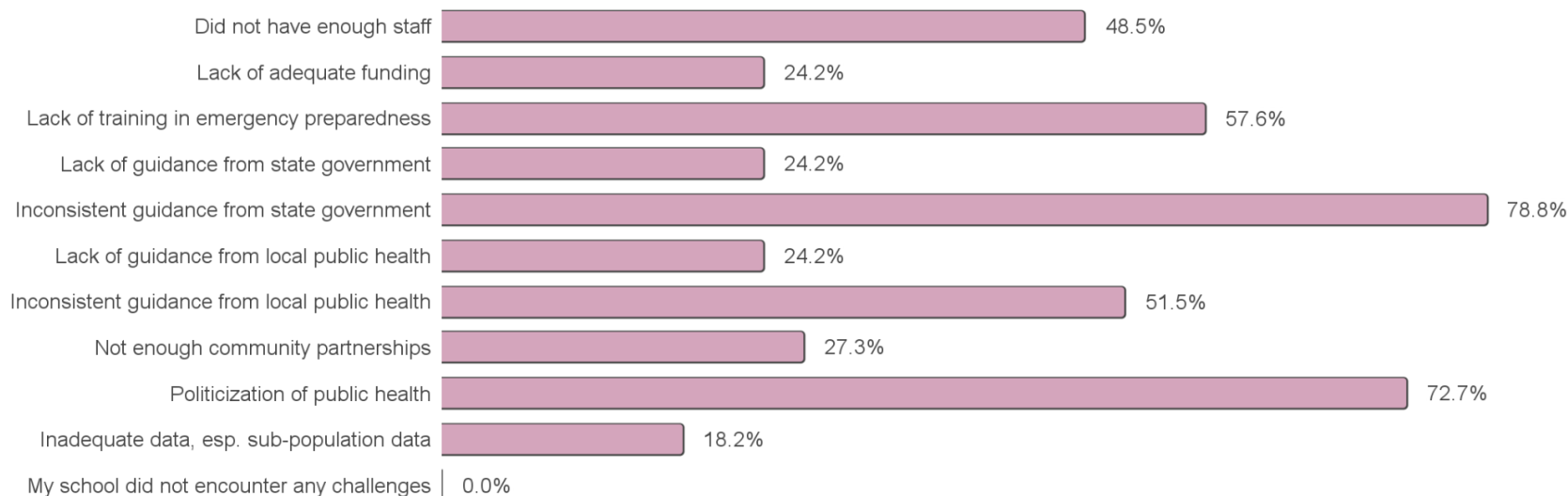
Figure 35: Region 3: Ways that schools/districts responded to COVID-19 pandemic by survey respondent

Legend: Principals (n=33), SD (n=14)

Activity	Principals	SD
Transition to distance learning	100.0%	100.0%
Perform COVID-19 monitoring and contact tracing	93.9%	100.0%
Facilitate distribution of PPE to students and teachers	97.0%	100.0%
Develop and conduct outreach strategies specific to the needs of	93.9%	100.0%
Ensure access to accurate and timely COVID-19 information in multiple	72.7%	71.4%
Provide vaccination clinics at schools	45.5%	64.3%
Disseminate COVID-19 information to the community	75.8%	85.7%

Challenges and Barriers to COVID-19 response

Principal survey respondents in Region 3 were asked to select the challenges that hindered the effectiveness, scale, or quality of their school's COVID-19 pandemic response. The top three challenges Principals in Region 3 reported were inconsistent guidance from state government (78.8%, n=26), politicization of public health (72.7%, n=24), and lack of training in emergency preparedness (57.6%, n=19) (Figure 36).

Figure 34: Region 3: Challenges that hindered COVID-19 pandemic response in schools by Principals (N=33)

Challenge	Percentage
Did not have enough staff	48.5%
Lack of adequate funding	24.2%
Lack of training in emergency preparedness	57.6%
Lack of guidance from state government	24.2%
Inconsistent guidance from state government	78.8%
Lack of guidance from local public health	24.2%
Inconsistent guidance from local public health	51.5%
Not enough community partnerships	27.3%
Politicization of public health	72.7%
Inadequate data, esp. sub-population data	18.2%
My school did not encounter any challenges	0.0%

Principal survey respondents in Region 3 were asked to select the barriers that their school experienced during the COVID-19 pandemic. These barriers are not related to funding. The top barrier reported by Principals in Region 3 (45.5%, n=15) was difficulty onboarding new staff and the second top barrier was creating scripts for contact tracing (42.4%, n=14) (Figure 37).
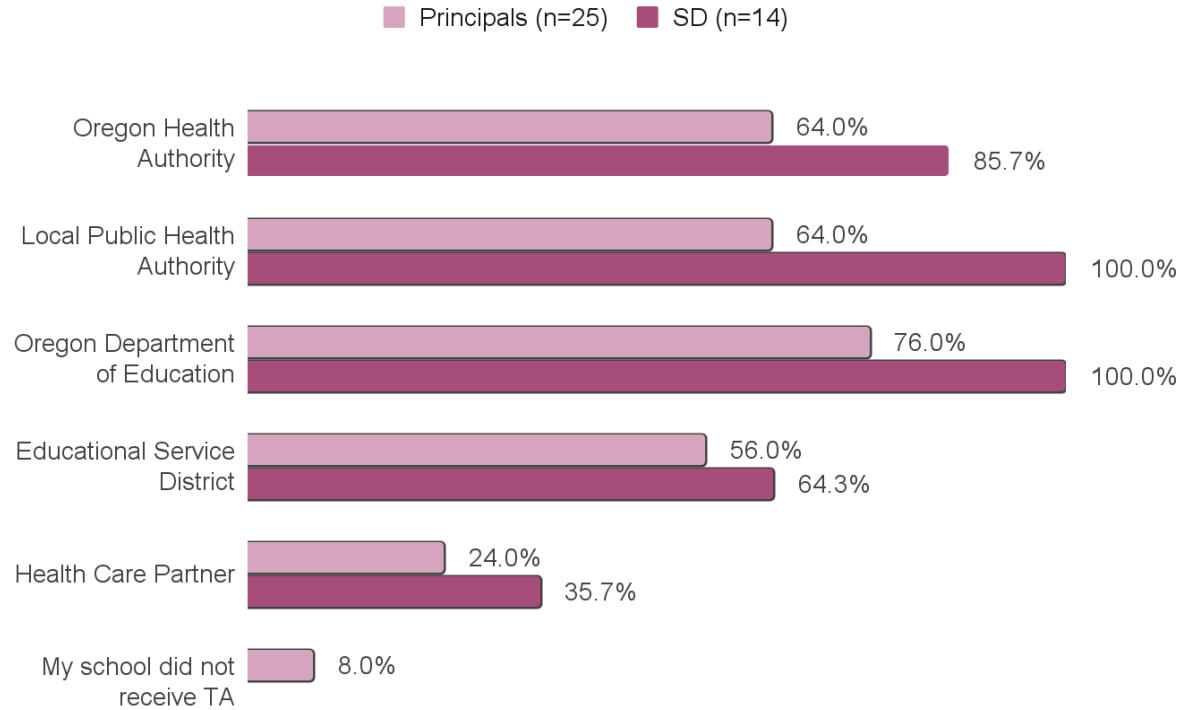
Figure 37: Region 3: Barriers not related to funding during COVID-19 pandemic response experienced by Principals (N=33)

Technical Assistance

Educational survey respondents in Region 3 were asked about the agencies or organizations in which their school or district received technical assistance during the COVID-19 pandemic. The top three agencies or organizations that SDs in Region 3 received technical assistance from were the Local Public Health Authority and the Oregon Department of Education (100.0%, n=14) were tied, the Oregon Health Authority (85.7%, n=12), and the Educational Service District (64.3%, n=9) (Figure 38). The top three agencies or organizations that Principals in Region 3 received technical assistance from were the Oregon Department of Education (76.0%, n=19), the Local Public Health Authority and the Oregon Health Authority (64.0%, n=16) were tied, and the Educational Service District (56.0%, n=14).

Figure 38: Region 3: Agencies schools received technical assistance from to support COVID-19 pandemic response by survey respondent

Principals (n=25)   SD (n=14)

Agency	Principals	SD
Oregon Health Authority	64.0%	85.7%
Local Public Health Authority	64.0%	100.0%
Oregon Department of Education	76.0%	100.0%
Educational Service District	56.0%	64.3%
Health Care Partner	24.0%	35.7%
My school did not receive TA	8.0%	

Funding

Adequate funding

Educational survey respondents in Region 3 were asked if they received adequate funding for a variety of COVID-19 response activities in their schools or districts; case investigation and contact tracing, COVID-19 testing, and COVID-19 vaccinations. All survey respondents reported that they did provide case investigation and contact tracing, all Principals in Region 3 reported that they did provide testing at their school, and two (2) Principles in Region 3 reported that they did not provide vaccinations at their school.

The same number of SDs in Region 3 reported that they agreed or strongly agreed and disagreed or strongly disagreed (35.7%, n=5) that they received adequate funding for case investigation and contact tracing Principals in Region 3 more frequently agreed or strongly agreed that (56.5%, n=9) (Figure 39). SDs (50.0%, n=7) and Principals (60.9%, n=14) in Region 3 more frequently agreed or strongly agreed that they received adequate funding for COVID-19 testing (Figure 40). Lastly, SDs (50.0%, n=7) Principals (43.5%, n=10) in Region 3 more frequently reported to agree or strongly agree that they received adequate funding COVID-19 vaccinations (Figure 41).

Figure 39: Region 3: School/district received adequate funding for COVID-19 case investigation and contact tracing by survey respondent
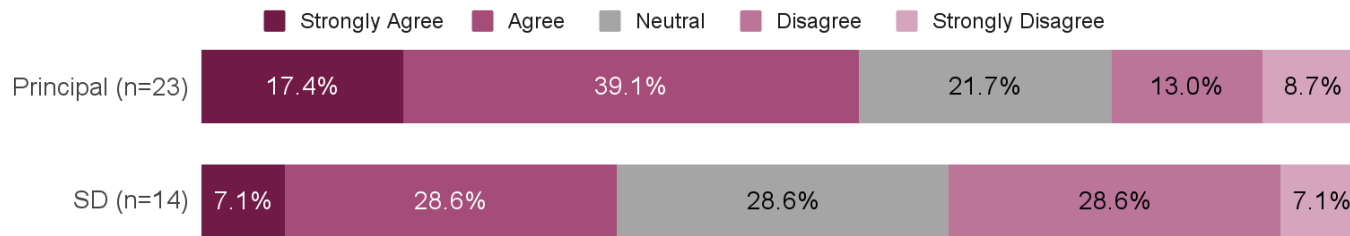
Legend: Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=23)	17.4%	39.1%	21.7%	13.0%	8.7%
SD (n=14)	7.1%	28.6%	28.6%	28.6%	7.1%

Figure 40: Region 3: School/district received adequate funding for COVID-19 testing by survey respondent

Legend: Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

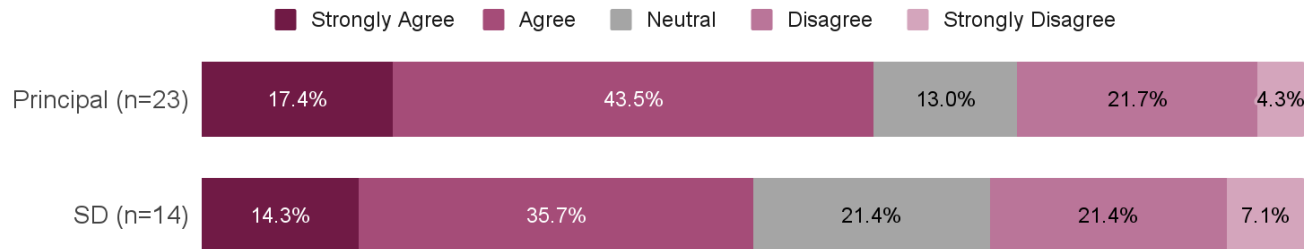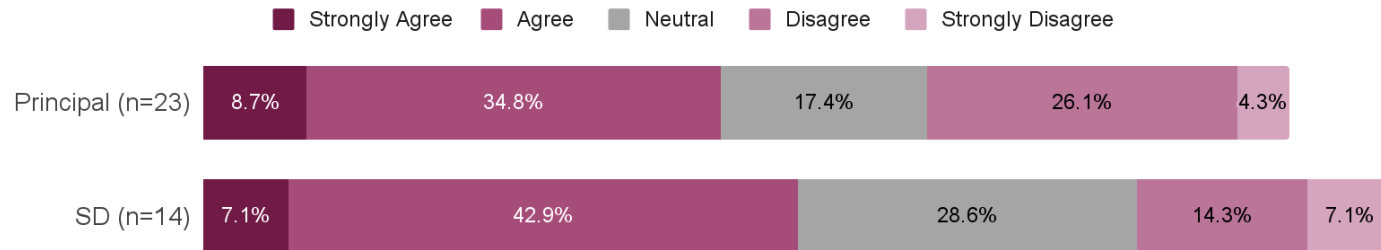|	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=23)	17.4%	43.5%	13.0%	21.7%	4.3%
SD (n=14)	14.3%	35.7%	21.4%	21.4%	7.1%

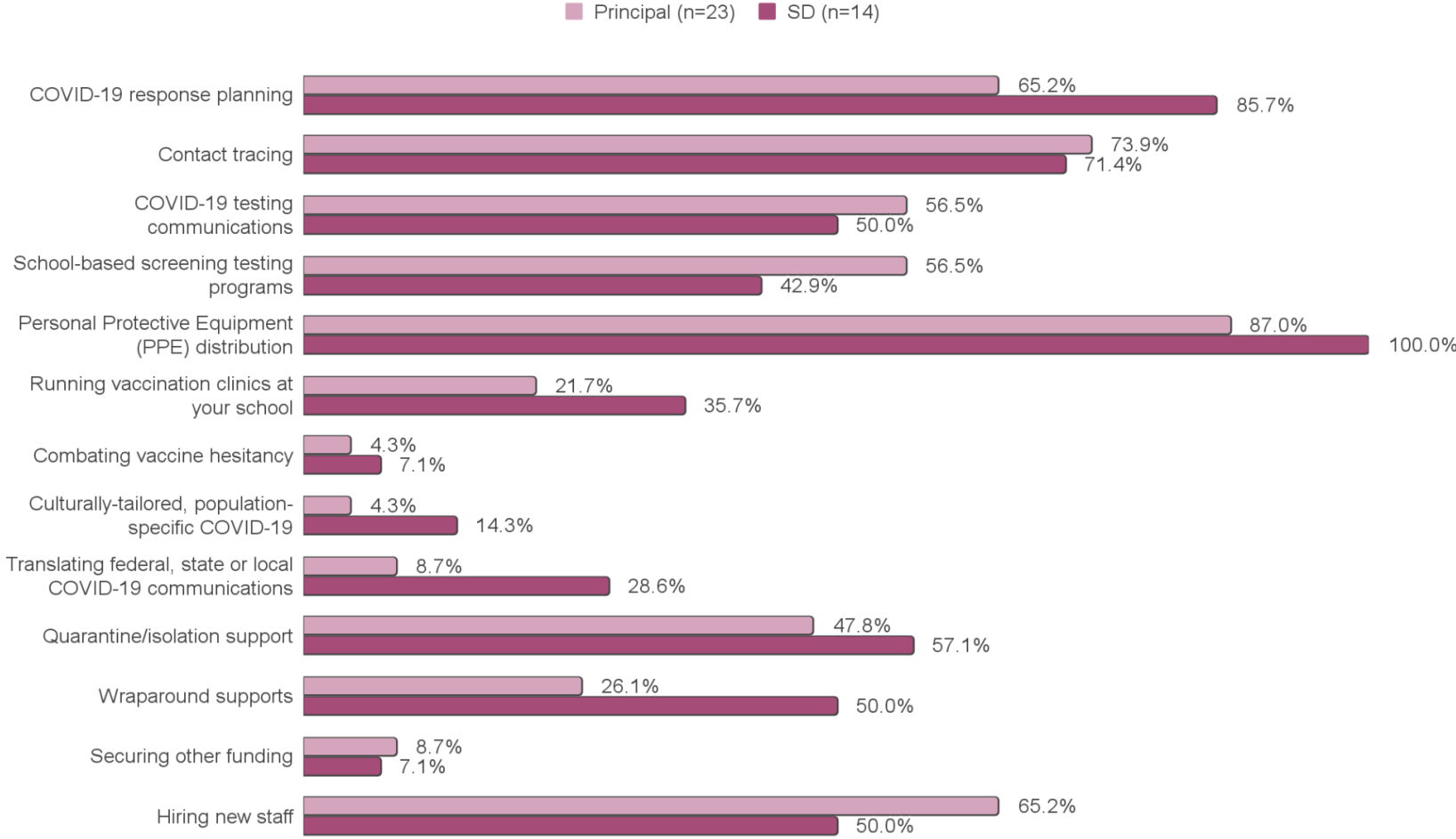Figure 41: Region 3: School/district received adequate funding for COVID-19 vaccinations by survey respondent*

*Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Funding activities

Educational survey respondents in Region 3 were asked to report on a variety of activities they used for COVID-19 funding at their school or district. All SDs in Region 3 reported that they used COVID-19 funding on personal protective equipment (PPE) distribution (100%, n=14) and almost all Principals in Region 3 reported that they used funding on PPE distribution (87.0%, n=20) (Figure 42). SDs in Region 3 most frequently reported PPE distribution (100%, n=14), COVID-19 response planning (85.7%, n=12), contact tracing (71.4%, n=12), and quarantine or isolation support (57.1%, n=8). Principals in Region 3 most frequently reported PPE distribution (87.0%, n=20), contact tracing (73.9%, n=17), COVID-19 response planning (65.2%, n=15), and hiring new staff (65.2%, n=15).

Figure 42: Region 3: How COVID-19 funding was utilized by schools/districts, by survey respondent
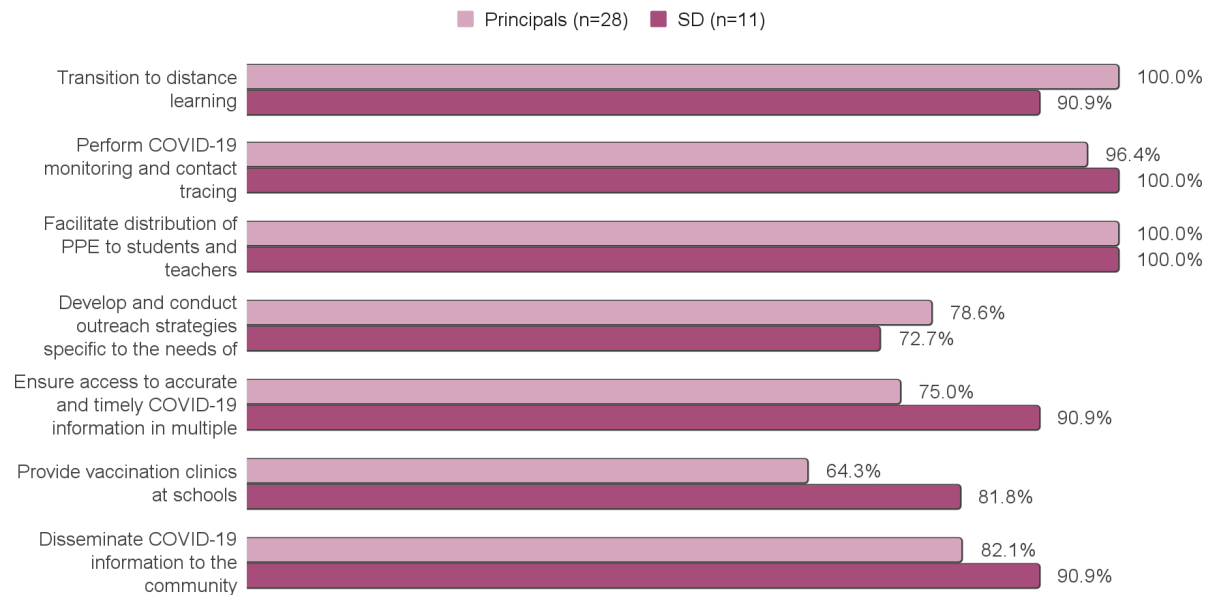
■ Principal (n=23)   ■ SD (n=14)

Category	Principal	SD
COVID-19 response planning	65.2%	85.7%
Contact tracing	73.9%	71.4%
COVID-19 testing communications	56.5%	50.0%
School-based screening testing programs	56.5%	42.9%
Personal Protective Equipment (PPE) distribution	87.0%	100.0%
Running vaccination clinics at your school	21.7%	35.7%
Combating vaccine hesitancy	4.3%	7.1%
Culturally-tailored, population-specific COVID-19	4.3%	14.3%
Translating federal, state or local COVID-19 communications	8.7%	28.6%
Quarantine/isolation support	47.8%	57.1%
Wraparound supports	26.1%	50.0%
Securing other funding	8.7%	7.1%
Hiring new staff	65.2%	50.0%

Region 4

COVID-19 Response Activities

Overall Response

Educational survey respondents in Region 4 shared ways that their school or district responded to the COVID-19 pandemic. The top three activities SDs and Principals in Region 4 reported were distribution of PPE to students and teachers (100.0%, n=11), COVID-19 monitoring and contact tracing (100.0%, n=11) and transitioning to distance learning (90.9%, n=10) (Figure 43).
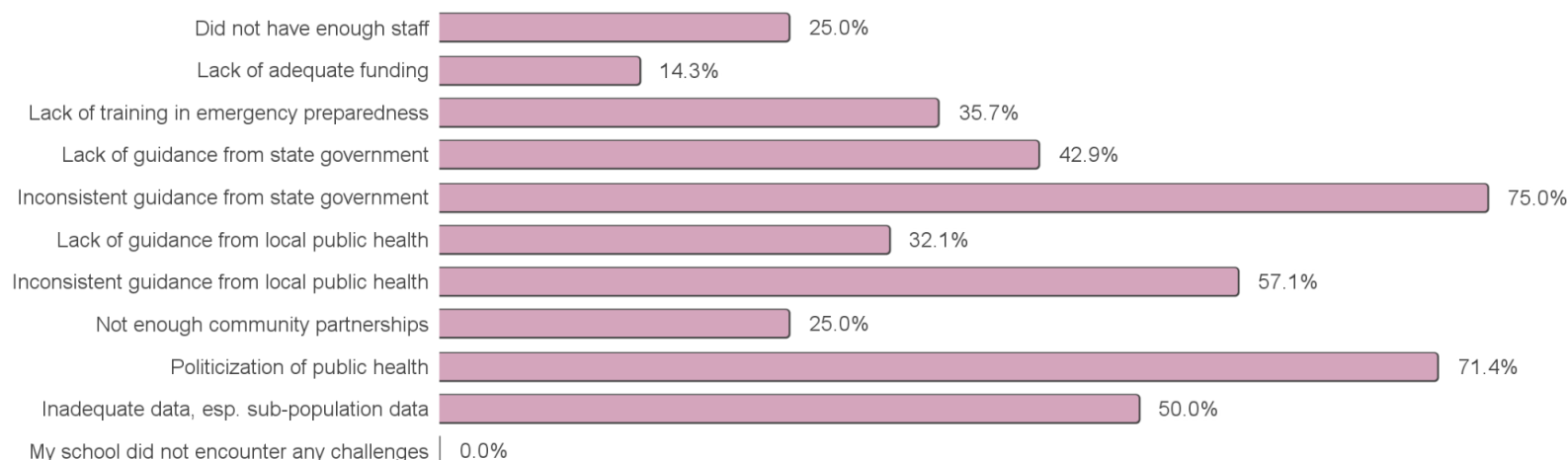
Figure 43: Region 4: Ways that schools/districts responded to COVID-19 pandemic by survey respondent

Legend: Principals (n=28) | SD (n=11)

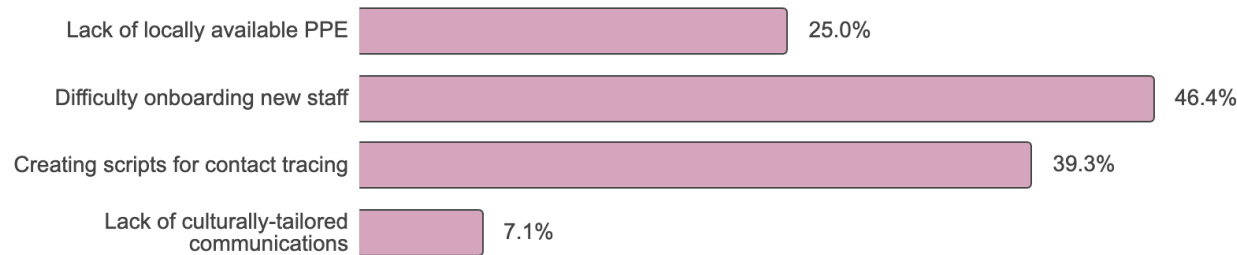| Activity	Principals	SD
Transition to distance learning	100.0%	90.9%
Perform COVID-19 monitoring and contact tracing	96.4%	100.0%
Facilitate distribution of PPE to students and teachers	100.0%	100.0%
Develop and conduct outreach strategies specific to the needs of	78.6%	72.7%
Ensure access to accurate and timely COVID-19 information in multiple	75.0%	90.9%
Provide vaccination clinics at schools	64.3%	81.8%
Disseminate COVID-19 information to the community	82.1%	90.9%

Challenges and Barriers to COVID-19 response

Principal survey respondents in Region 4 were asked to select the challenges that hindered the effectiveness, scale, or quality of their school's COVID-19 pandemic response. The top three challenges Principals in Region 4 reported were inconsistent guidance from state government (75.0%, n=21), politicization of public health (71.4%, n=20), and inconsistent guidance from local public health/county health department (57.1%, n=16) (Figure 44).

Figure 44: Region 4: Challenges that hindered COVID-19 pandemic response in schools by Principals (N=28)

Challenge	Percentage
Did not have enough staff	25.0%
Lack of adequate funding	14.3%
Lack of training in emergency preparedness	35.7%
Lack of guidance from state government	42.9%
Inconsistent guidance from state government	75.0%
Lack of guidance from local public health	32.1%
Inconsistent guidance from local public health	57.1%
Not enough community partnerships	25.0%
Politicization of public health	71.4%
Inadequate data, esp. sub-population data	50.0%
My school did not encounter any challenges	0.0%

Principal survey respondents in Region 4 were asked to select the barriers that their school experienced during the COVID-19 pandemic. These barriers are not related to funding. The top barrier reported by Principals in Region 4 (46.4%, n=13) was difficulty onboarding new staff and the second top barrier was creating scripts for contact tracing (39.3%, n=11) (Figure 45).
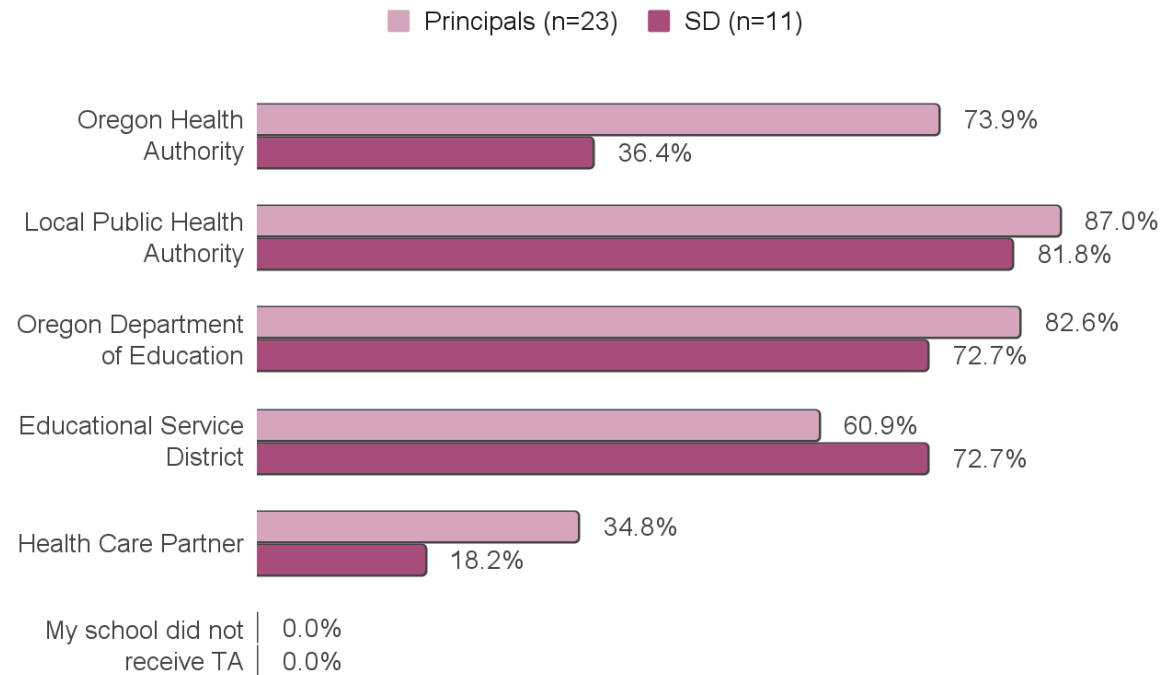
Figure 45: Region 4: Barriers not related to funding during COVID-19 pandemic response experienced by Principals (N=28)

Lack of locally available PPE	25.0%
Difficulty onboarding new staff	46.4%
Creating scripts for contact tracing	39.3%
Lack of culturally-tailored communications	7.1%

Technical Assistance

Educational survey respondents in Region 4 were asked about the agencies or organizations in which their school or district received technical assistance during the COVID-19 pandemic. The top three agencies or organizations that SDs in Region 4 received technical assistance from were the Local Public Health Authority (81.8%, n=9), the Oregon Department of Education and the Educational Service District (72.7%, n=8) were tied, and the Oregon Health Authority (36.4%, n=4) (Figure 46). The top three agencies or organizations that Principals in Region 4 received technical assistance from were the Local Public Health Authority (87.0%, n=20), the Oregon Department of Education (82.6%, n=19), and the Oregon Health Authority (73.9%, n=17).

Figure 46: Region 4: Agencies schools received technical assistance from to support COVID-19 pandemic response by survey respondent

Legend: Principals (n=23), SD (n=11)

Agency	Principals	SD
Oregon Health Authority	73.9%	36.4%
Local Public Health Authority	87.0%	81.8%
Oregon Department of Education	82.6%	72.7%
Educational Service District	60.9%	72.7%
Health Care Partner	34.8%	18.2%
My school did not receive TA	0.0%	0.0%

Funding

Adequate funding

Educational survey respondents in Region 4 were asked if they received adequate funding for a variety of COVID-19 response activities in their schools or districts; case investigation and contact tracing, COVID-19 testing, and COVID-19 vaccinations. All survey respondents reported that they did provide case investigation and contact tracing, one (1) Principal in Region 4 reported that they did not provide testing at their school, and four (4) Principles in Region 4 reported that they did not provide vaccinations at their school.

Half of the SDs (n=5) and Principals (n=11) in Region 4 more frequently agreed or strongly agreed that they received adequate funding for case investigation and contact tracing (Figure 47). SDs (50.0%, n=5) and Principals (50.0%, n=11) in Region 4 more frequently agreed or strongly agreed that they received adequate funding for COVID-19 testing (Figure 48). Lastly, SDs (40.0%, n=4) and Principals (45.5%, n=10) in Region 4 more frequently agreed or strongly agreed that they received adequate funding COVID-19 vaccinations (Figure 49).

Figure 47: Region 4: School/district received adequate funding for COVID-19 case investigation and contact tracing by survey respondent
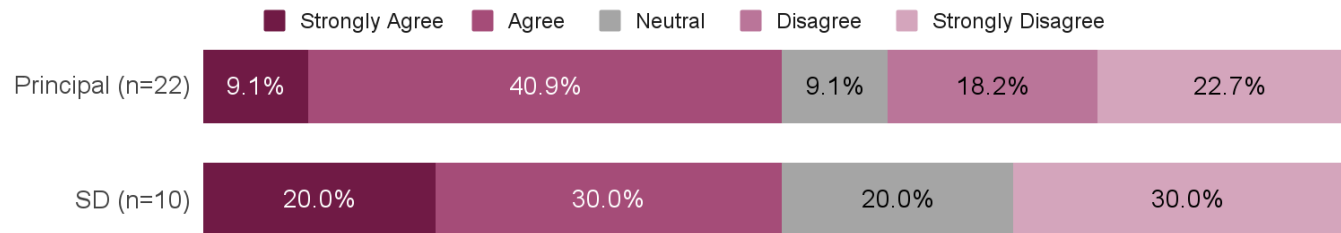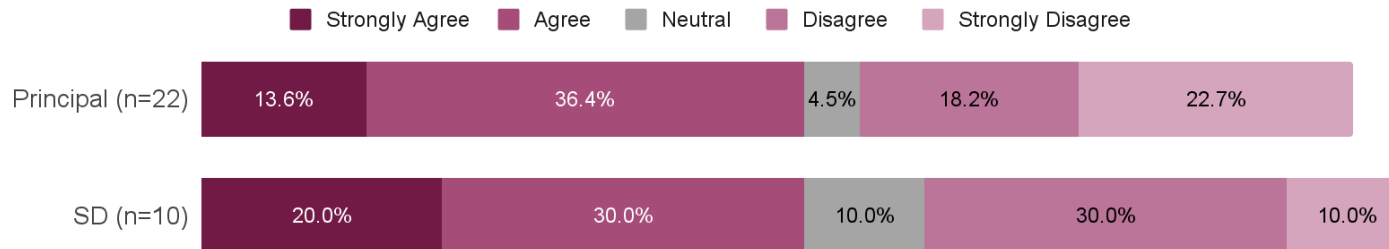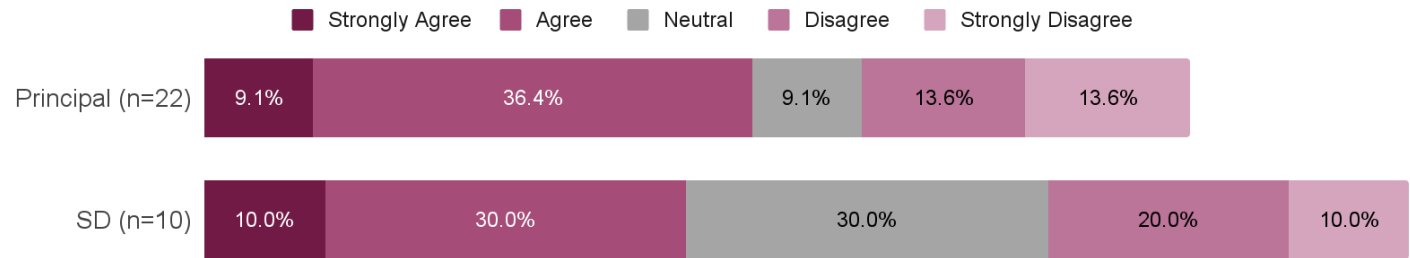
Legend: Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=22)	9.1%	40.9%	9.1%	18.2%	22.7%
SD (n=10)	20.0%	30.0%	20.0%		30.0%

Figure 48: Region 4: School/district received adequate funding for COVID-19 testing by survey respondent*

Legend: Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=22)	13.6%	36.4%	4.5%	18.2%	22.7%
SD (n=10)	20.0%	30.0%	10.0%	30.0%	10.0%

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Figure 49: Region 4: School/district received adequate funding for COVID-19 vaccinations by survey respondent*
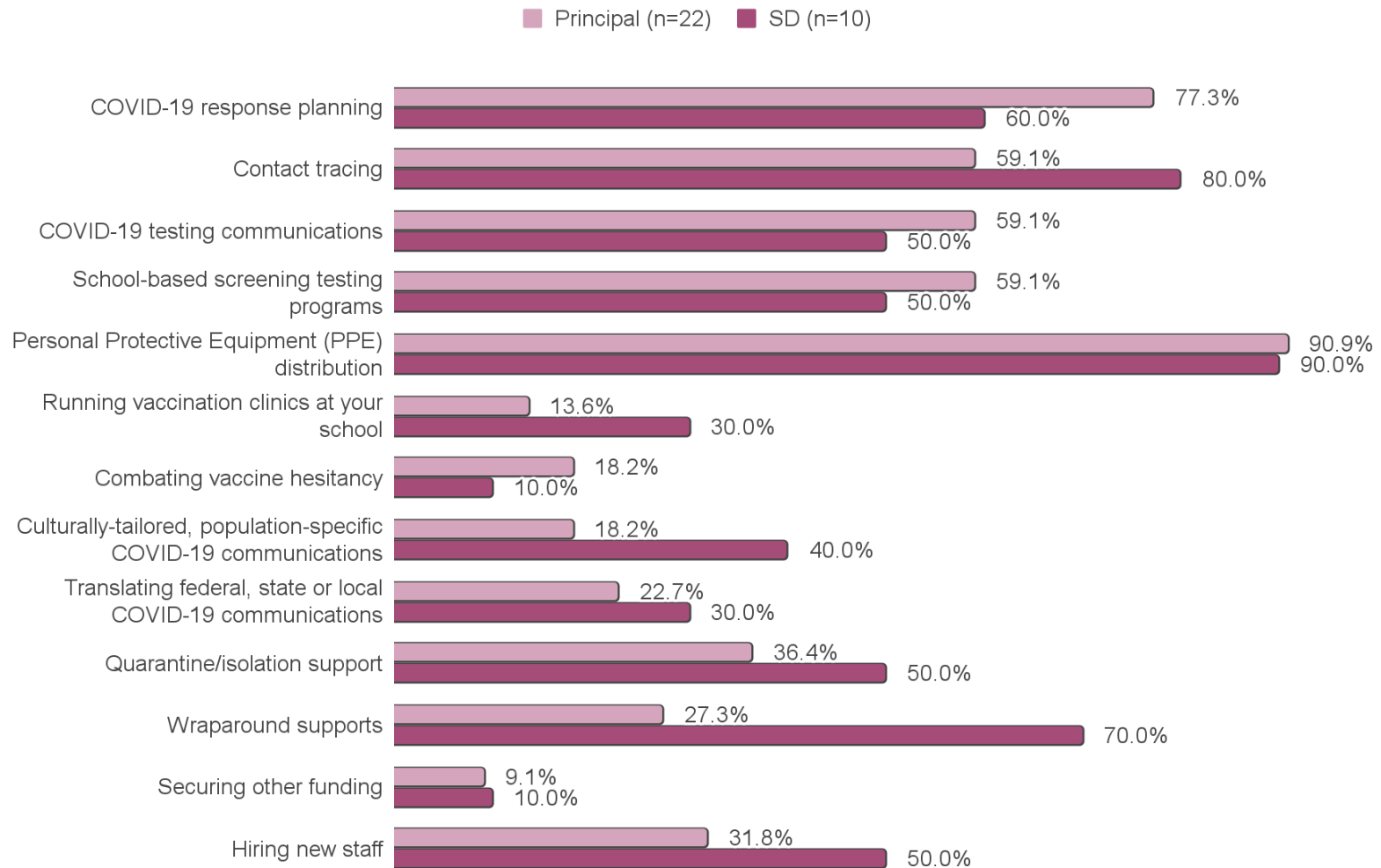
Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Respondent	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Principal (n=22)	9.1%	36.4%	9.1%	13.6%	13.6%
SD (n=10)	10.0%	30.0%	30.0%	20.0%	10.0%

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Funded activities

Educational survey respondents in Region 4 were asked to report on a variety of activities they used for COVID-19 funding at their school or district. SDs in Region 4 most frequently reported using funding for PPE distribution (90.0%, n=9), contact tracing (80.0%, n=8), wraparound supports (70.0%, n=7), and COVID-19 response planning (60.0%, n=6) (Figure 50). Principals in Region 4 most frequently reported using funding for PPE distribution (90.9%, n=20), COVID-19 response planning (77.3%, n=17), contact tracing (59.1%, n=13), COVID-19 testing communications(59.1%, n=13), and school-based screening testing programs (59.1%, n=13).

Figure 50: Region 4: How COVID-19 funding was utilized by schools/districts by survey respondent
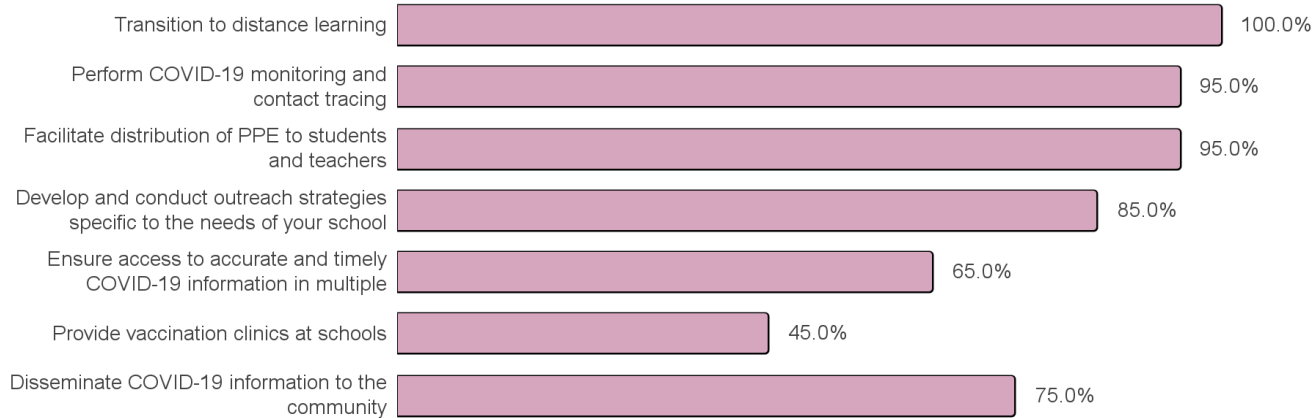
Principal (n=22)   SD (n=10)

Category	Principal	SD
COVID-19 response planning	77.3%	60.0%
Contact tracing	59.1%	80.0%
COVID-19 testing communications	59.1%	50.0%
School-based screening testing programs	59.1%	50.0%
Personal Protective Equipment (PPE) distribution	90.9%	90.0%
Running vaccination clinics at your school	13.6%	30.0%
Combating vaccine hesitancy	18.2%	10.0%
Culturally-tailored, population-specific COVID-19 communications	18.2%	40.0%
Translating federal, state or local COVID-19 communications	22.7%	30.0%
Quarantine/isolation support	36.4%	50.0%
Wraparound supports	27.3%	70.0%
Securing other funding	9.1%	10.0%
Hiring new staff	31.8%	50.0%

Region 5

COVID-19 Response Activities

Overall Response

Principal survey respondents in Region 5 shared ways that their school responded to the COVID-19 pandemic (Figure 49). There were similar percentages by Principals except for those that provided vaccination clinics at their schools. Less than half of the Principals in Region 5 (45.0%, n=9) held vaccine clinics at their school (Figure 51).
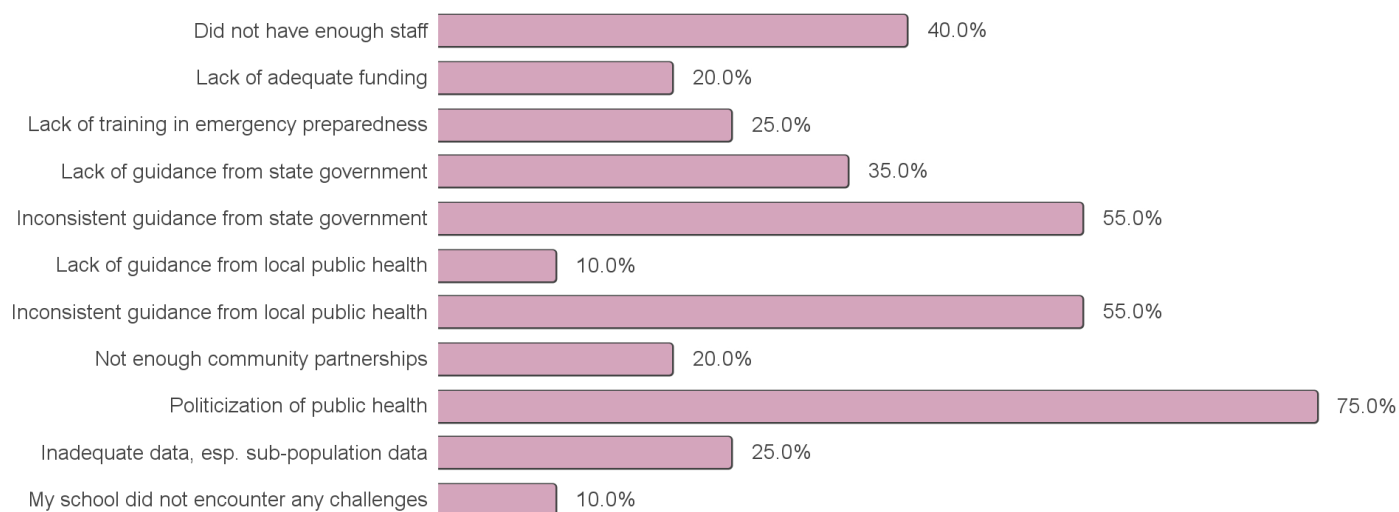
Figure 51: Region 5: Ways that schools responded to COVID-19 pandemic by Principals (N=20)

Category	Percentage
Transition to distance learning	100.0%
Perform COVID-19 monitoring and contact tracing	95.0%
Facilitate distribution of PPE to students and teachers	95.0%
Develop and conduct outreach strategies specific to the needs of your school	85.0%
Ensure access to accurate and timely COVID-19 information in multiple	65.0%
Provide vaccination clinics at schools	45.0%
Disseminate COVID-19 information to the community	75.0%

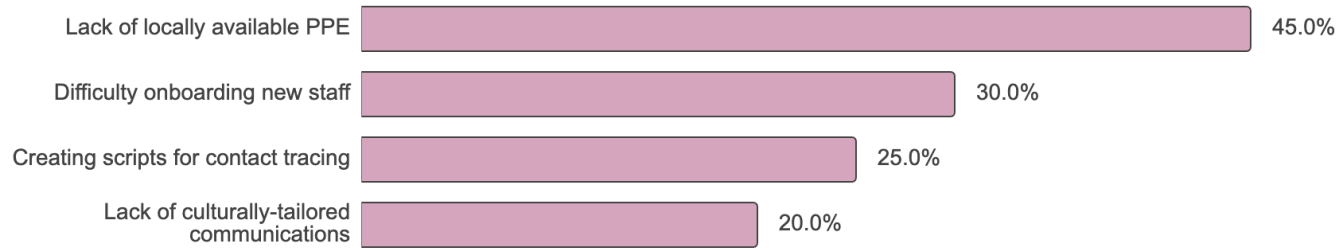# Challenges and Barriers to COVID-19 response

Principal survey respondents in Region 5 were asked to select the challenges that hindered the effectiveness, scale, or quality of their school's COVID-19 pandemic response. The top three challenges Principals in Region 5 reported were politicization of public health (75.0%, n=15), inconsistent guidance from state government and inconsistent guidance from local public health/county health department (55.0%, n=11), and did not have enough staff (40.0%, n=8) (Figure 52).

Figure 52: Region 5: Challenges that hindered COVID-19 pandemic response in schools by Principals (N=20)

Challenge	Percentage
Did not have enough staff	40.0%
Lack of adequate funding	20.0%
Lack of training in emergency preparedness	25.0%
Lack of guidance from state government	35.0%
Inconsistent guidance from state government	55.0%
Lack of guidance from local public health	10.0%
Inconsistent guidance from local public health	55.0%
Not enough community partnerships	20.0%
Politicization of public health	75.0%
Inadequate data, esp. sub-population data	25.0%
My school did not encounter any challenges	10.0%

Principal survey respondents in Region 5 were asked to select the barriers that their school experienced during the COVID-19 pandemic. These barriers are not related to funding. The top barrier reported by Principals in Region 5 (45.0%, n=9) was lack of locally available PPE and the second top barrier was difficulty onboarding new staff (30.0%, n=6) (Figure 53).

Figure 53: Region 5: Barriers not related to funding during COVID-19 pandemic response experienced by Principals (N=20)

Barrier	Percentage
Lack of locally available PPE	45.0%
Difficulty onboarding new staff	30.0%
Creating scripts for contact tracing	25.0%
Lack of culturally-tailored communications	20.0%

Technical Assistance

Principal survey respondents in Region 5 were asked about the agencies or organizations in which their school received technical assistance during the COVID-19 pandemic. The top three agencies or organizations that Principals in Region 5 received technical assistance from were the Oregon Department of Education and the Oregon Health Authority (57.1%, n=8) were tied, the Local Public Health Authority and Educational Service District (50.0%, n=7) were tied, and the Health Care Partner and not receiving technical assistance (28.6%, n=4) were tied (Figure 54).

Figure 54: Region 5: Agencies schools received technical assistance from to support COVID-19 pandemic response by Principals (N=14)
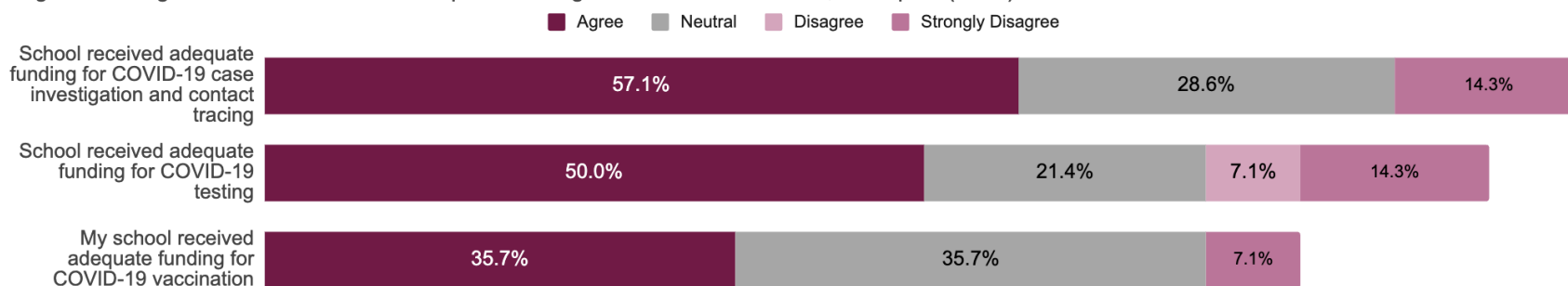
Agency	Percentage
Oregon Health Authority	57.1%
Local Public Health Authority	50.0%
Oregon Department of Education	57.1%
Educational Service District	50.0%
Health Care Partner	28.6%
My school did not receive TA	28.6%
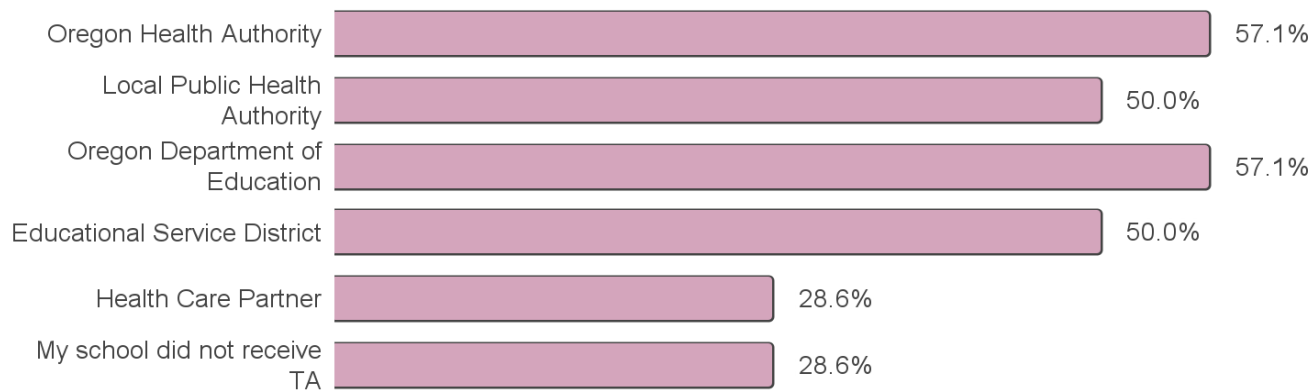
Funding

Adequate funding

Principal survey respondents in Region 5 were asked if they received adequate funding for a variety of COVID-19 response activities in their schools; case investigation and contact tracing, COVID-19 testing, and COVID-19 vaccinations. All survey respondents reported that they did provide case investigation and contact tracing, one (1) Principal in Region 5 reported that they did not provide testing at their school, and three (3) Principles in Region 5 reported that they did not provide vaccinations at their school.

More than half of the Principals in Region 5 more frequently agreed that they received adequate funding for case investigation and contact tracing (57.1%, n=8) (Figure 55). Half of the Principals (n=7) in Region 5 more frequently agreed that they received adequate funding for COVID-19 testing. Lastly, the same number of Principals in Region 5 agreed or were neutral in receiving adequate funding for COVID-19 vaccinations (35.7%, n=5).

Figure 55: Region 5: School received adequate funding for COVID-19 activities, Principals (n=14)

Legend: ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

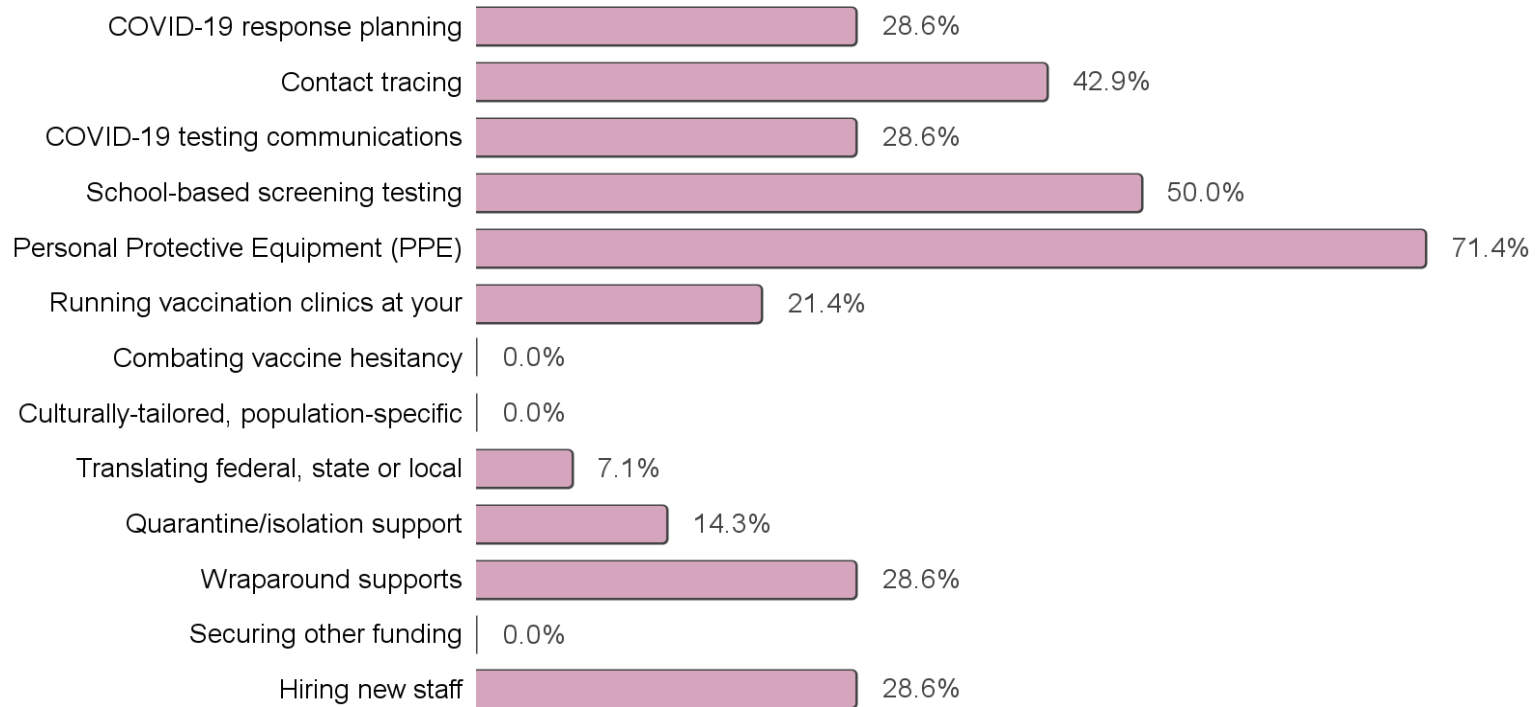|	Agree	Neutral	Disagree	Strongly Disagree
School received adequate funding for COVID-19 case investigation and contact tracing	57.1%	28.6%		14.3%
School received adequate funding for COVID-19 testing	50.0%	21.4%	7.1%	14.3%
My school received adequate funding for COVID-19 vaccination	35.7%	35.7%	7.1%	

* Not all rows will equal 100% since one of the response options to these questions, "My school did not engage in these activities", was not included in the data visualization.

Funded activities

Principal survey respondents in Region 5 were asked to report on a variety of activities they used for COVID-19 funding at their school. Principals in Region 5 top four activities were PPE distribution (71.4%, n=10), school-based screening testing programs

(50.0%, n=11), contact tracing (42.9%, n=6), and a four-way tie between COVID-19 response planning, COVID-19 testing communications, wraparound supports, and hiring new staff (28.6%, n=4) (Figure 56).

Figure 56: Region 5: How COVID-19 funding was utilized in schools by Principals (N=14)

Category	Percentage
COVID-19 response planning	28.6%
Contact tracing	42.9%
COVID-19 testing communications	28.6%
School-based screening testing	50.0%
Personal Protective Equipment (PPE)	71.4%
Running vaccination clinics at your	21.4%
Combating vaccine hesitancy	0.0%
Culturally-tailored, population-specific	0.0%
Translating federal, state or local	7.1%
Quarantine/isolation support	14.3%
Wraparound supports	28.6%
Securing other funding	0.0%
Hiring new staff	28.6%

Key Findings

1. Preparedness to respond to pandemic varied across Regions with most SDs reporting their district was more prepared to respond than Principals reported.

2. There was variation in the existence of EOPs across Regions, although most Principals, regardless of Region, reported their school developed an EOP after the start of the pandemic.

3. Across Regions, SDs reported being more prepared to transition to distance learning than Principals reported, as the majority of Principals felt their school was minimally or not at all prepared to transition to distance learning.

4. SDs and Principals reported they tried their best to adhere to Executive Orders and health mandates and used an array of enforcement methods, including behavior modeling, clear messaging, and punitive consequences across regions.

5. Region 5 Principals least frequently reported adopting specific COVID-19 public health policies compared to other Regions.

6. Although there was variation across Region in effectiveness of strategies to enforce public health protections in schools, punitive consequences was the least effective strategy reported by Principals in each Region.

7. Across all regions, SDs more frequently reported their district had adequate funding for COVID-19 response activities than Principals.

8. There was variability in TA received across Regions, with Region 5 having the largest percentage of Principals who reported their school did not receive any TA to support pandemic response.

9. Substantial variability in barriers to efficient use of funds was seen across Regions.

10. Reporting and spending requirements were most frequently reported by barriers as SDs (across most Regions).

11. Education sector study participants reported numerous successes with COVID-19 public health messaging and communication, including creating clear messaging (e.g., meetings, signage, exposure letters) and translation of materials across multiple languages.

Recommendations

1. Build out and invest in comprehensive emergency preparedness for schools at the district- and school-level to incorporate pandemic-level events, training for school administrators, and frequent EOP updates that are tailored to take into account the unique needs of each school community.
   a. Newer administrators, as well as schools and districts who do not have as many emergency preparedness resources, may need additional resources to ensure they are fully prepared to respond to future public health emergencies.
2. Ensure technical assistance availability at both the district- and school-level, data availability at district and local levels that includes sub-population data and corresponding TA; a designated liaison at LPHAs to coordinate data availability and provide TA for each district would ensure greater availability and accessibility of TA to inform response for future public health emergencies.
3. Ensure adequate resources for contact tracing and case investigation at the school-level; different schools may require additional resources for these specific efforts.
4. Consider public health mandates and associated guidance for future public health emergencies that are flexible to allow for local school authority and decision-making regarding school closures.
5. Similarly, when enforcing public health mandates, allow decisions about enforcement strategies to be made at the school level to utilize appropriate strategies tailored for the school population(s) served.